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ABSTRACT

Intended for non-experts in evaluative techniques, this monograph presents suggestions and examples for assessing: (1) the child; (2) the classroom; and (3) the program or the school. Illustrative techniques of recordkeeping are presented. Methods of collecting data include documentation and formal records. Techniques to be used during evaluation include observation, interviews or questionnaires, and informal assessments or tests. Examples of parent and teacher interviews, student tests, and forms for recordkeeping are taken from a project conducted in the Cambridge (Massachusetts) Alternative Public School. (MH)

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North Dakota Study Group on Evaluation

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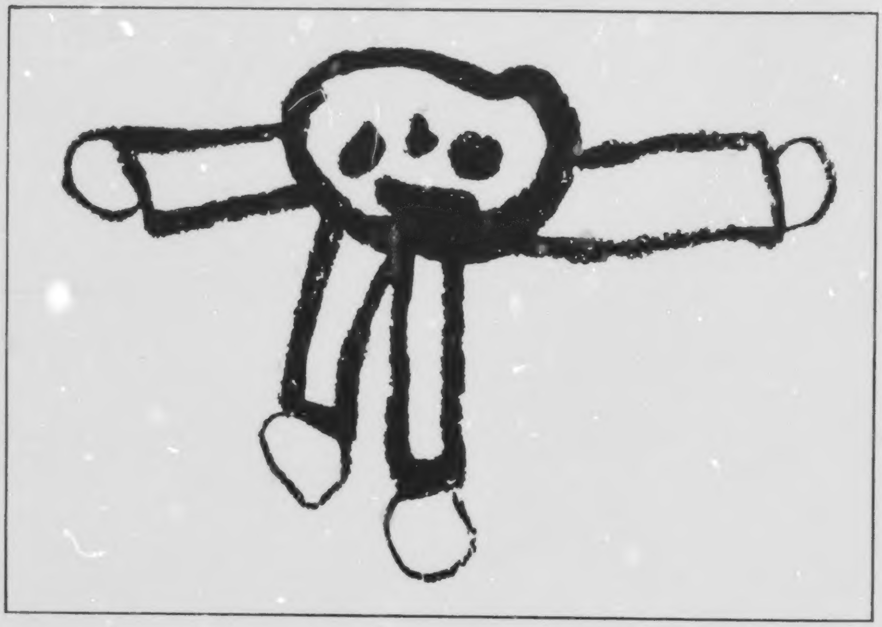
INFORMAL EVALUATION

North Dakota Study Group on Evaluation



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INFORMAL EVALUATION

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In November 1972, educators from several parts of the United States met at the University of North Dakota to discuss some common concerns about the narrow accountability ethos that had begun to dominate schools and to share what many believed to be more sensible means of both documenting and assessing children's learning. Subsequent meetings, much sharing of evaluation information, and financial and moral support from the Rockefeller Brothers Fund have all contributed to keeping together what is now called the North Dakota Study Group on Evaluation. A major goal of the Study Group, beyond support for individual participants and programs, is to provide materials for teachers, parents, school administrators and governmental decision-makers (within State Education Agencies and the U.S. Office of Education) that might encourage re-examination of a range of evaluation issues and perspectives about schools and schooling.

Towards this end, the Study Group has initiated a continuing series of monographs, of which this paper is one. Over time, the series will include material on, among other things, children's thinking, children's language, teacher support systems, inservice training, the school's relationship to the larger community. The intent is that these papers be taken not as final statements--a new ideology, but as working papers, written by people who are acting on, not just thinking about, these problems, whose implications need an active and considered response.

Vito Perrone, Dean
Center for Teaching & Learning,
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Introduction

This monograph is intended to complement *A Handbook on Documentation*, published in 1975 as part of the North Dakota Study Group on Evaluation series.[1] The general purpose of the series is to explore new and more reasonable ways of assessing children's learning; the narrower purpose of these two monographs is to suggest some specific, practical evaluative methods for people without special knowledge or expertise in evaluation who are concerned with elementary education. The public should, but often doesn't, feel competent to make judgments and decisions about education which have to do with their own interests. Perhaps if we, as makers of evaluative instruments and as practitioners, work at understanding the purposes of evaluation and its usefulness, not only to educators but to parents, children, and other members of the community, we can think more freshly and clearly about methods. I intend then, in this monograph, first to establish a general framework for understanding the subject, and then to discuss some ways of actually evaluating the conduct of an institution--or classrooms or the quality of a child's school experience--in terms which are generally understandable.

A primary difficulty with current practice is that evaluation hangs on so little. Children, as performers in school, are being judged on narrow grounds at certain points in time. These points may be separated by greater or lesser intervals, but they do not constitute a continuum, and each one inevitably represents for the child an extraordinary moment--one of tension and anxiety. The curriculum is reduced at that moment to specific skills, usually in math and language arts, while knowledge of art materials, or expression in oral reading, or ability to estimate measurement (all important considerations) go unassessed. Logically, if we are interested in children's *development*, we should be looking to the relationship between the child and the curriculum as it *develops* over time. This seems the proper matter for educational evaluation.

The *Handbook* offered documentation or "keeping track" as either a substitute or basis for evaluation and described ways of documenting institutions, classrooms, and the progress of individuals. This monograph describes possibilities for "punctuating" the documentary records with periodic checks or reviews in order to mark progress

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[1] See information at the end of this volume.

and change. In other words, it means to suggest ways of evaluating the accumulated data at intervals, so they don't simply pile up in files as yet another mass of unexamined and, therefore, useless paper.

In this process of evaluation, the stress is still on documentation as the element of description. As the previous monograph maintained, it is educationally critical to keep description and judgment as two distinct activities, with description taking precedence. Judgments made on the basis of data must come afterwards--an important point since, in common practice, they are not only simultaneous but confounded: values are embedded in the actual instruments. A case in point is the standardized test in which values are embedded in the form of assumptions: that faster is better, learned responses of more worth than original ones, middle class experience more valid than working class experience, etc.

Educators talk a good deal about individualization, allowing children to "go at their own pace," but they do not relinquish the idea of competition. Can competition in achievement really be compatible with accepting differences in individual rates of intellectual growth? Evaluation could be clearer about this point, perhaps, and more open to public scrutiny if values were articulated rather than embedded, and if description preceded it in time. Judgment, of course, cannot altogether be kept out of the descriptive process--the mere selection of subject or focus necessarily involves some exercise of judgment--but it can be minimized.

The *Handbook* argued, too, that conventional methods of assessment (i.e., testing) have proved not only inappropriate, unreliable, and damaging, but grossly inadequate in furthering practice and understanding--the teacher's, the administrator's, the parent's. There is a growing body of educational research to support these points[2] and the "myth of measurability" is being, at least somewhat, shaken. But although the reactions to tests of many teachers, parents, children, and even some administrators range from skepticism to horror, tests continue to interrupt school life, influence the content of education, and discourage the understanding of parents and the community-at-large.

It seems likely that one reason for the continuing test-dependence in schools and school systems is the lack of practical alternatives. "What do we do instead?" is a sticky question that cannot be constructively answered until we are willing to question rigorously the assumptions, some of which were just mentioned, that represent values embedded in present practices--values giving practice its semblance of inevitability. And, in turn, we will have to ask ourselves pressing questions: Can we, in fact, find other sources for standards besides statistical norms (since it goes almost without saying that some standards or reasonable expectations are a help to education)? If a particular classroom is one to which children like to go and where they are learning academic and nonacademic subjects at a generally expected rate, can we judge it as a "good classroom" without comparing the children's learning, point by point, with that of children in other schools? These are the kinds of questions that lie behind the search for new methods and which, in turn, suggest some issues relevant not only to education but to human conduct in general. Before going on to more pragmatic subject matter, it seems useful to elaborate on these issues or principles:

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[2] See *Elementary School Principal*, August 1975.

Means and ends are closely related and neither one can be used to justify the other. This is a much abused statement to which, however, almost everyone will agree. We are likely to accuse others, namely our political opponents, for instance, of sacrificing means to ends, yet we make a similar sacrifice, cheerfully and obliviously, every time we require children to take standardized tests that they generally hate and that are hardly even indirectly educational. If means and ends are truly interinvolved, the means of assessment themselves should be, as far as possible, educational.

Events only have full meaning when they are seen as whole in their ordinary context. This is not to say that pieces of information cannot add to our understanding, but one must return, constantly, to a whole view before making general statements. I am reminded here of the fable of the three blind men and the elephant in which each man interprets the form of the whole according to his particular and limited experience: one feels the elephant's leg and says that an elephant is like a tree; the second feels his tail and says an elephant is like a donkey; the third feels his trunk and says that an elephant is like a snake. A similar absurdity occurs each time a child's numerically recorded reading level is taken to represent his total school experience.

People have the right to participate as active agents in decisions that directly affect them. This principle can be taken to mean that children should be active participants in their own evaluation; that teachers can legitimately ask for a voice in administrative decisions that affect them; that the community has a vested interest in helping to choose the school superintendent, etc.

Feeling and thinking are inseparable. One thinks better about matters that one cares about. It is almost that simple. No one cares about (or even believes in) such adult abstractions as Dick, Jane, and Sally; nor is a test passage that relates how *Father took John for the day to his office in the city* likely to have meaning for children whose fathers work in factories or on farms.

The search for certainty in human affairs leads to reductionism. The more information is summarized and quantified in the impulse toward certainty, the more it is emptied of meaning, even though quantification is the form in which information has the most authoritative appearance. This is not to say that figures and statistics have no significance but that, like the elephant's leg, they have to be seen in a context.

Education involves the making of choices, which are *influenced by personal meaning.* Learning is an active undertaking. No one can be made to learn. One can only be persuaded to undertake to learn (by, to be sure, a variety of means, ranging from using birch rods to encouraging natural curiosity). The choice is always, finally, that of the learner--what and when he chooses to learn.

There are various sources of learning: development, social transmission, and experience, as well as schooling. It follows that schools and teachers cannot be held responsible for what children know unless the children are tested very narrowly on a set curriculum that has been taught. And even here, what the child brings to school will influence his performance. Evaluating a school or teacher by children's scores on standardized tests is grossly inaccurate and misleading.

Alternative values have a right of expression. People have the right to believe in and live by ideas such as pacificism, shared authority, and cooperation (as opposed to competition). They also have the right in schools to value evidence of creative expression and original thinking equally with knowledge of basic skills. Since the values by which we are judged have to be close to our intentions in order for evaluation to make sense, this means that many of the national or even statewide standards are often of doubtful relevance to a particular child or school.

Quality merits at least equal consideration with quantity. This point is hard to dispute but is nonetheless frequently overlooked.

Education is an area of which everyone has knowledge and experience. This would indicate a need for clear communication between home and school; for the use of nontechnical language, as far as possible, particularly in evaluation, where language and form often mystify rather than clarify. It also indicates the need for professional educators to heed and respect the opinions of parents and other nonprofessionals.

Unity of thought and action leads toward freedom of the individual. Whenever a person acts in obedience to someone else's thinking, he is giving up a measure of independence. An extreme example of this loss of autonomy is the Army, in which the individual is not supposed to think for himself and is in no sense free or "master of his own behavior." His actions are almost fully determined--thought out, in fact--by someone else. The 19th century German school teacher, Max Stirner, believed that "learners lost their freedom of will through increasing dependency on experts and institutions for instructions on how to act. They were without free will because they depended on learning how to act rather than determining for themselves how to act."[3] Awareness, consciousness, self-evaluation are the necessary tools for bringing thought and action together; it is this that establishes their importance to the education of the individual--if, indeed, we mean to educate a citizenry of autonomous "actors," not merely passive "performers."

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[3] Joel Spring, *A Primer of Libertarian Education* (New York: Free Life Editions, 1975) p. 51.

Taken together, these ideas form a network or consistent view which might be said to constitute a philosophy. Since evaluation is, by its own definition, tied to a view of the world (a system of values), the means of evaluation are similarly connected. There is no such thing as "objective evaluation" (which is not to be taken as a rejection of evaluation, by any means). The practice of evaluation that is illustrated in this monograph is more or less consistent with the views just stated, with some inevitable variation in strict consistency due to the demands of particular situations. In fact, it should be clear that these views provided the rationale for the methods. Since I have already stated that the values by which we are judged should be close to our intentions, it will be apparent that this approach to evaluation will not be relevant for all situations and people, no matter how open-ended and flexible its application. There are those who believe in competition as a valid motivation, and in authoritarian education for children, etc. For them, these ideas may provide more food for thought than for action.

CONSIDERATIONS FOR AN EVALUATION

	Purposes/Uses	*Audience/Recipients*	*Agents/Cooperators*	*Means/Sources*
INSTITUTION	Improvement Demonstration of responsibility Funding Continuance Dissemination	Parents Teachers Administrators School Department Larger community	Internal or external evaluator Parents Children Others Teachers Administrators School Department	Observations Informal tests Records Interviews Questionnaires Documentation
CLASSROOM	Improvement Teacher evaluation Parent information	Parents Teachers Administrators Children		
INDIVIDUAL CHILD	Demonstration of responsibility Knowledge of progress Awareness of strengths, abilities, and interests Indications for curriculum	Parents Teachers Administrators Children School Department		

Focus/Subject

The focus or subject of evaluation can range from the very small and particular to the very large and general. I don't, however, intend to consider, here, evaluation of national, state, or district programs, all of which require different, essentially quantitative, methods. These, perhaps, can be best carried out through statistical sampling rather than by the nonquantitative approaches (more characteristic of ethnography) outlined in this book. Both methods can be termed "scientific" in that they deal with systematized "truths." but when looking at a particular child or particular classroom, it should not be necessary to make only generalizable statements. A statement that is true only of a particular child in a particular classroom setting is also useful.

Purposes

As we consider the purposes of evaluation, it might help to assume a naive view and return to the basic question, 'Why?' as though we had no prior experience, prejudice, or theory, in an attempt to get rid of 'hidden persuaders' or unconsciously held assumptions. There are, after all, other places in the world where public elementary education is at least as good as ours and where formal evaluation (except for the almost anachronistic external examinations) plays almost no role at all (England, for instance). Any methods we choose should be based on reasons, not on a mythology of what has been done in the past or on what we somehow feel it *has to be*. Allowing purposes to remain semiobscure permits manipulative uses of evaluation.[4] For instance, publicly ranking or comparing students, setting up academically elite classes, etc., is a way of sorting out children for future roles in society, though it is not commonly acknowledged that this is its purpose. Although there is a need for evaluation of some kind in a society as large and complex as ours in order to protect the rights of children, parents, and the community-at-large, in actual practice it often becomes a weapon turned against children and parents.

The most persuasive reason for evaluation in education is improvement--of the program, of the classroom curriculum and practice, of the child's school experience. All other reasons are, in some sense, subordinate to this one. Essentially, we are aiming for a better education for children. Although this is, in a way, not saying much, in another way it is saying everything. It forces us to clarify our ideas about what constitutes a good education in the light of our beliefs and experiences, and to then compare the resulting theory with practice. The nature and extent of the disparity between theory and practice will indicate directions to be taken in the effort toward improvement.

Evaluations that are not taken seriously or are not energetically reviewed, which are returned to the people concerned late or not at all, are of relatively little use and, in fact, are highly susceptible to misuse. Such is the case when a program is evaluated and the report ends

[4] See: Murray Levine, "The Academic Achievement Test: Its Historical Context and Social Functions," *American Psychologist*, March 1976.

up in a central administrative file, unseen by those directly responsible for the program; or when a child is put in a slow learners' group on the basis of a reading test, the results of which neither he[5] nor his parents have seen; or when a teacher sees the results of a group's standard achievement test three months after it has been administered, when the children have already moved on to another classroom. And so on.

On the institutional level, evaluation is useful as a demonstration of responsibility on the part of staff and administrators. It can help parents choose among schools (if they have such an option) or among programs. In addition, it is an ordinary requirement of recipients of any kind of special funding; it can be the determining factor in deciding whether to continue or discontinue a program. Finally, it is useful as a way of disseminating information or spreading the word in a reliable form about a particular program that might be of general interest.

On the classroom level, an evaluation based on description can be of considerable help to a teacher, providing another view and pointing up strengths, weaknesses, and even omissions in the curriculum of which he might not have been conscious. Perhaps its best use is this one (as a support to the teacher), since it contributes directly to improvement of education. However, there are other potential uses. Classroom or teacher evaluation can serve as a basis for hiring/firing/promotion, although this function does not mix well with evaluation as support, and will be likely to undermine it, since the teacher will naturally assume a defensive position rather than an open, accepting one. If classroom evaluation is thought of as educational and supportive, judgments having to do with hiring/firing/promotion should be separate--of another time and preferably by other people (external evaluator, administrators, committee of parents, etc.). Descriptive evaluation of classrooms can also be used to help keep parents informed about school matters and, therefore, better prepared to participate in educational decisions. And it can be of direct assistance to administrators in planning schedules, budgets, and so on.

Evaluation of the educational progress of a particular child is viewed here as a way of assessing where the child is developmentally at a certain moment in time: what he knows, can do, likes--a kind of inventory, in other words, that can contribute to the child's own understanding (as well as to that of teachers and parents) and indicate directions for future efforts. School reports have traditionally been used to intimidate and control children, as well as qualify them--in the sense of sorting them out --for future educational opportunities. I am suggesting here a different function, one that seems more directly helpful to the child.

Audience

Since I see schools and education as being of interest to parents, children, and members of the community, as well as to those professionally involved, it follows that the evaluation I have in mind should be both readable and available. In some states, recent legislation guarantees access to records for persons with legitimate interests. Evaluation of a particular child should be designed for (intended for) that child, his parents, teacher, and the school administration. Classroom and institutional evaluation is meant for the same audience (with the addition, in the case of the institution, of the larger community of taxpayers).

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[5] In order to avoid awkward usages such as he/she, him/her, etc., I will arbitrarily use the masculine form with the understanding that children, teachers, parents, etc. can be of either sex.

The anticipation of wider availability will have an effect on the nature of evaluation--leading, one hopes, to increased thoughtfulness and responsibility. People tend to be more careful, more accurate in their statements if they are aware that the subject himself and other interested persons will have access to the statement; that it won't simply be passed on, in a report, to a higher echelon decision-maker, who will perhaps take it into account and then file it. We are still hampered by old patterns and attitudes, however, and it often proves difficult to involve parents who feel more at ease leaving "education to the educators." Nor does everyone have the time, interest or confidence which even minimal participation demands. Nonetheless, it is the obligation of those responsible for evaluations to make them available even if, in most cases, they remain as unseen or as neglected, by those who might be considered 'interested', as they ever were.

Agents

In describing the role of the external evaluator (someone from outside the institution under examination), it is common to use a term borrowed from the literature of anthropology: participant-observer. This concept is compatible with my statements of theory. The participant-observer is an external agent but shares, to a limited degree, the experience of those on the inside: he spends considerable time making direct observations, collecting various kinds of documentation, interviewing, etc.; he becomes 'immersed' in the setting. He does not claim to be 'objective,' or to be without views of his own, but he recognizes and makes explicit his biases. He is, in general, in sympathy with the objectives of those directly involved in carrying out the program; at the same time, he is sufficiently detached to see specific practice against a larger background of knowledge about education. In *Doing Fieldwork,*[6] a book about anthropological methods, Rosalie Wax remarks on the social scientist's realization "that while the outsider simply does not know the meaning of the patterns, the insider is so immersed that he may be oblivious to the fact that patterns exist." Another anthropologist, Hortense Powdermaker,[7] has described the work of the participant-observer as "stepping in and out of society," and Maurice Stein draws an analogy between the views of the playwright and the participant-observer: "The playwright seeks to present his characters sympathetically without going so far as to allow the sympathy they evoke to swallow the larger meanings that emerge when they are viewed within the context of the entire plot and action of the play."[8]

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[6] Rosalie H. Wax, *Doing Fieldwork* (University of Chicago Press, 1971), p. 3.

[7] Ibid, p. 4.

An evaluator is in a highly sensitive position. Even under the best of circumstances, an impartial study of an institution or social system is going to be perceived by its officials or functionaries as criticism. If the evaluator is seen as being in an exclusively hostile-critical position, the whole undertaking can become a struggle between antagonists and often ends, then, in a denial or rejection of the evaluator's statements. When this happens, the value of the evaluation report is critically reduced and the program itself may be set back, damaged by resentment or even by internal conflicts which may have been exacerbated by the evaluation. It follows that among the primary skills required by an evaluator is the ability to observe, 'take in', extend his understanding to the purposes of others. After this skill is exercised, he can bring outside knowledge and discrimination to bear; he can, in fact, make judgments that are likely to be received constructively. He might also be able to make evaluative statements in cooperation with people directly involved in the implementation of the program. This is only possible, however, if the evaluator does not see himself standing above and apart from those being evaluated, but rather as allied with them.

Since professional external evaluators are still unusual in public school systems, we should consider here what can be done by internal evaluators--supervisors, administrators, etc. They have a vested interest, theoretically, in the excellence of the educational program, and their need for broad comparative experience can be met by reading and by visiting other schools and school systems. Frequently, the main difficulty for administrators as evaluators is lack of time; most administrators are too busy to sit in classrooms, doing unfocused, holistic observations. Pressed, they tend to look for 'tips,' rely on check lists, or even go into the situation with their minds made up. Some systems, however, do have personnel--available for supervision and staff development--who could perhaps undertake evaluation as it is being described here.

The descriptive data that provides the basis for evaluation can be gathered by a number of people with varying relationships to the school. In the *Handbook*, I have described ways that children and teachers can keep records. In addition, parents or even members of the community (old people, for instance) can be trained to act as observers, and to collect data on life in the schools or on the learning of individual students. Evaluation of this data will have to be made in cooperation with a professional, but since data-collecting is more time-consuming than the making of judgments, sharing the former can make an onerous task more feasible. Data-collecting requires a good deal of organization and communication--setting up schedules, arranging meetings, designating places to deposit materials, etc., all of which can be managed by a semitrained or somewhat experienced nonprofessional.

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[8] As quoted by Severyn T. Bruyn, "The Methodology of Participant Observation," *Qualitative Methodology* ed. W. J. Filstead (Chicago: Markham, 1970) p. 319.

Means

We now come to the means themselves--the sources of information on which we will finally base our evaluative statements. The remainder of this monograph will be devoted to illustrations of means, accompanied by further comments or explanations when necessary. The possibilities fall into several broad categories:

1. *To be collected*

   A. *Documentation* (see *Handbook* for examples)

      Work samples
      Check lists of skills
      Activity records
      Lists (as of books)
      Teachers' informal notes, curriculum plans or trees, etc.
      Sociograms
      Materials' lists
      Schedules, calendars, time budgets, statistics
      Notes from parents, comments
      School directives, bulletins, newsletters
      Information on staff development: workshops, courses, etc.
      Organizational minutes and agenda
      Reports and publicity
      ...and so on

   B. *Formal Records*

      School reports; also reports from previous schools.
      Results of any formal testing
      Special assessments

2. *To be conducted or made at the time of the evaluation*

   A. *Observations*

      Anecdotal observations
      Activity graphs
      Time charts
      Maps
      Lists (of equipment, books, etc.)
      Photographs or drawings
      Recorded or noted conversations

   B. *Interviews or questionnaires*

      Children
      Parents
      Administration

   C. *Informal assessments or tests*

The examples or selections that follow are from work in evaluation done at one public elementary school over a period of four years. They are offered not as models but as encouragement to others to invent their own methods according to their own situations and needs. Assessments can be more reasonably planned and carried out if one is fairly clear about one's purposes--from the more specific kind (for instance, to find out if a child can tell time) to the more general (to gain a sense of a child's social disposition, quality of his imagination, etc.). In other words, one can approach evaluation simply and directly, rather than becoming disoriented in the wilderness of commercial tests and then often relying on the tests themselves for decisions about content; for determining, in fact, what children should know. The areas one wishes to scrutinize, moreover, will differ somewhat with the particular situation. Although the methods presented here were reasonably thought out and the resulting documents have proved themselves useful, they are not seen as answers to everyone's needs and the mere fact of presenting them here may make them seem more of a "how to" statement than I wish them to be. I offer them only as inspiration of a sort: to show that such an endeavor is feasible.

I will begin, then, with the assessment of individual children's learning; go on to classroom evaluation, and finally to the documentation of a whole institution. Each of these sections will be introduced by explanatory notes and followed by comments and criticisms (gained through hindsight).

1

Evaluating the Child

Most of the materials that follow are self-explanatory. They represent a selection from the evaluation of a third-grade class in three areas of the curriculum: math, reading, and art. Included are:

- General statement introducing the report on each child
- Chart indicating the means employed
- Summary of methods from the report on each child
- Parent questionnaire form (the filled-in and returned questionnaires were not included in the individual children's folders, although some of the information gained was taken into account on the summary sheet)
- Actual sheets from the assessment of one third-grade child (somewhat altered to guard the child's privacy):
  - Summary assessment sheet
  - Math Key (2 pages)
  - Notes from the teacher interview
  - Summary of school records
  - Selection of sheets from the written test (some of the more conventional sheets on computation, for instance, have been omitted, as have some forms donated by Project Torque, on time, measurement, etc., which were only offered as options)
  - Oral test (followed by an explanation of manipulative materials used)
  - Anecdotal notes from observations
  - Sample of classwork in math
  - Sample page from assessment of oral reading
  - Sample of artwork
  - Notes on interview with the child
- Comments

EVALUATION OF THIRD GRADE LEARNING AT THE CAMBRIDGE ALTERNATIVE PUBLIC SCHOOL IN: MATH, READING AND ART

This report on learning in the third grade is submitted as a demonstration of responsibility on the part of the Cambridge Alternative Public School and is offered in lieu of scores from standardized tests (either norm-referenced or criterion-referenced). We feel that it will prove to be more useful to the School and School Department than a conventional evaluation because of both its broad range and its specificity.

We recognize that children's knowledge, no matter how it is assessed, is the product of many factors: social and developmental as well as instructional. Some of the areas evaluated (such as Estimation and Probability) could be said to depend more on maturation and experience while others (such as Computation) are more likely to be a result of schooling. However, since these areas are all clearly inter-influential, we have not attempted to make distinctions among them.

We have tried to convey qualitative as well as quantitative information and to retain a whole view of each subject. Where it seemed possible to break up a subject into areas and skills without sacrificing its essential meaning, we've done so, as in Math (although we've tried, at the same time, to assess the child's grasp of, and involvement in, the field as a whole). We view reading as an activity rather than a subject and feel, accordingly, that smaller units (letter sounds, word meanings, sentence and paragraph meanings) lack significance out of context. The same is true of Art. We have therefore looked at learning in these two areas in a less fragmented although equally rigorous way.

The baselines established here in three areas of the curriculum should be useful for future assessments of progress and change in individual children and the group as a whole.

Notes:

✓ indicates the means chosen.

• indicates possible means.

AREAS OF LEARNING/CHARACTERISTICS OF LEARNING	MEANS (depending on age of child) teachers' statements	classroom observations	parent questionnaires	child interviews	oral tests	written tests (individually administered)	evidence, work samples	previous test results	school records
MATH									
decimal system	✓	•			✓		✓	✓	✓
estimation	✓	•			✓	✓			
probability & statistics	✓	•			✓				•
measurement (inc. time)	✓	✓	✓		✓	✓	✓	✓	✓
ratio/mapping	✓	•				✓	✓		•
shapes / structures	✓	•				✓	✓	•	✓
computation (inc. fractions etc	✓	✓	✓	✓		✓	✓	✓	✓
graphic representation	✓	•				✓	✓		•
classification & sets	✓				✓		✓	✓	•
math. problem solving	✓	✓	✓	✓	✓	✓			•
symmetry & balance	✓	•			✓	✓			•
feelings towards math	✓	✓	✓	✓					•
rel. of performance to understanding	✓		✓	✓	✓	✓	✓	✓	✓
READING									
how much	✓	✓	✓	✓			✓		✓
where (home &/or school)			✓	✓					
kinds	✓		✓	✓			✓		✓
feelings about reading	✓	✓	✓	✓			✓		✓
degree of difficulty	✓			✓	✓	✓	✓	✓	✓
understanding, vocab.	✓			✓	✓	✓	✓	✓	✓
fluency	✓		✓		✓				
ART									
how much	✓		✓	✓			✓		✓
where (home &/or school)			✓	✓					
what kinds	✓		✓	✓			✓		✓
feelings about art	✓		✓	✓					✓
knowledge of techniques	✓			✓	✓				
skill (competence)	✓		✓	✓			✓	•	✓
originality & imagination	✓			✓	•		✓		✓
problem-solving, thinking		✓		✓	✓		✓		

I. METHOD

A. Description of Process: The process used for this report involved, first, collecting data on children's learning and, then, formulating and evaluating the data against standard expectations. The raw data or documentation consists of the following:

1. Statements by teachers Each teacher who had third graders in his/her room was individually interviewed by Brenda Engel, the evaluator. Questions were asked of the teacher about each child in regard to achievement in math, reading and art.

2. Summary of school records Brenda Engel, assisted by a student from Lesley College, Fern Fisher, went through the cumulative folders of the 29 third graders and summarized the contents relevant to the three areas being assessed.

3. Observations These were conducted informally for at least half a day in each of the four classrooms, by Brenda Engel and a Lesley College student, Penny Moore. The results were recorded in anecdotal form.

4. Non-standardized paper tests These were administered to individuals or small groups; questions were read aloud when necessary by the tester. The tests consisted of 12 sheets of questions and problems devised by Brenda Engel and Arthur Wood, a parent with elementary school teaching experience. They were designed to assess ability to read simple written instructions, to draw a figure of a person, to solve problems, to do math problems involving computational and other standard skills. Administered by Arthur Wood.

5. Oral tests These consisted of problems in mathematical thinking and were designed to be worked out mainly with manipulative materials (marbles and grid, dice, wooden shapes, etc.) The oral tests were administered individually to the third graders by Bonnie Rottier and Linda Baker, staff development personnel, with assistance from Brenda Engel and Fern Fisher, a Lesley student.

6. Samples These are for each of the three areas assessed and include Xeroxed copies of math papers, Xeroxed copies or color photographs of artwork, Xeroxed copies of sample pages from reading books (see Interview).

7. Interviews Notes were made on interviews conducted by Brenda Engel with each of the third graders. The purpose of these interviews was to fill in gaps in information or clarify inconsistencies in the data obtained by the other means. In addition, the interview included an assessment of oral reading: the child was asked to select a book he/she was comfortable reading ("not too easy but not too hard") and read a selection aloud. He/she was then asked questions about comprehension and notes were made on fluency, vocabulary, etc.

8. Other sources of information Not included in the documentation but used to gather information were the results of parent questionnaires sent out to parents of all third graders by Carol Neville and the Evaluation Committee of C.A.P.S. In addition, informal observations of artwork were made within the classrooms and artroom at the School.

This data was collected over a period of about six weeks, from the last week in April through the first week in June.

(cont.)

B. Description of Outcome and Evaluation: the data collected for each child, as described above, is in individual folders at the Cambridge Alternative Public School, available for scrutiny to parents, administrators and teachers. The folders, in addition, contain a Summary Sheet and Key, based on the data. Normal expectations for third graders are underlined on the Key. Following is an explanation of the scales and sources for normal expectations:

1. Math
   a. Achievement: a graphic representation broken down into 11 areas. Guidelines are from the list of "Behavioral Objectives for Grade 3," issued by the Math Department of the Cambridge Public Schools.
   b. Comments: further relevant information (qualitative).
   c. Standard Expectations: from consultation with Ms. Marilyn McGinn, Director of Mathematics, Cambridge Public Schools.

2. Reading
   a. Achievement: a graphic representation of levels of competency in free choice reading ("pleasure reading") and instructional reading ("following directions"). Instructional reading was only tested up to third grade level. The graded scale is based on a comparison to Gilmore's Oral Reading Test and Silvaroli's Classroom Reading Inventory.
   b. Comments: further relevant information.
   c. Standard Expectations: from the Elementary Reading Handbook, issued by the Cambridge School Department; also based on the assumption that standard third grade expectations, as described by Gilmore and Silvaroli, are appropriate here.

3. Art
   a. Developmental level: based on Koppitz' "Scoring Sheet for Human Figure Drawing Test"; also, more generally, on Children's Art by Miriam Lindstrom.
   b. Comments: further relevant information.
   c. Non-standard Expectations: from consultation with Ms. Rita Ritterbush, Director of Art, Cambridge Public Schools.

This assessment represents a broad sampling, not an exhaustive inventory of skills. In addition, parents and teachers will possibly disagree with some of the specific findings. Allowance has to be made for inconsistencies on the part of the children and misperceptions on the part of the evaluator. The overall picture, however, should be an accurate one.

QUESTIONNAIRE FOR PARENTS

Parents,

The evaluation of CAPS for the Cambridge School Department has focused on the third grade class. To make more of the evaluation useful to the CAPS community we need input from the parents of those children. Many of these questions were designed to help us clarify our own attitudes and expectations and are not to be used in the School Department report.

Please return your answers to school quickly.

1. Why did you send your child to CAPS?

2. Has the school been what you expected?

3. What do you like or value most about CAPS?

4. What worries you or do you dislike about the school?

5. Do your children like the school?

6. How do you find out about what goes on in school? (visit classrooms, talk to your child, other children, talk to teachers, to Len or Ann, to other parents.)

7. What aspects of school does your child talk about most?

8. What interests does your child bring to school to share?

9. What interests has your child brought home from school?

10. How do you feel about your child's skills--academic, social, athletic, artistic, etc.? Do they meet what you expect for your child? Do they seem right for her/his age? Have they been growing, improving at CAPS?

11. Does your child feel good about her/his skills?

12. Does your child read? When did he/she learn?

13. What kind of books does your child read?

14. Where and when does your child like to read?

15. What does your child think math is?

16. Is your child interested in math? Does she/he think it's fun or a chore?

17. Does your child think he/she is good at math?

(cont.)

18. Can your child:

tell time
count change
identify shapes
follow a recipe--double it
measure things

judge distances
read maps
read large numbers
read the temperature
add and subtract

19. Do you know what materials are used in the classroom to teach math?

20. Do you play math games with your child? Help her/him solve math problems?

21. What do you think third grade math is like?

22. What do you think the function of art should be in the school? Is it as important as math? busy work? pleasure for the kids? creative expression?

23. Does your child spend time at home doing art work? What kinds of things does he/she do?

24. Does your child seem pleased with the results of her/his artwork?

25. What do you do with art work your child brings home?

26. Do you do art work?

27. Is your child interested in how her/his room looks? Where he/she puts her things?

27. Are there other art supplies that your child wants to use that she/he doesn't get to use at home or school?

THE EVALUATION COMMITTEE

Name ____________________ Date of Birth 3/6/67 Class III - DK.

MATH (see key, next page)

Achievement

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q
Numeration	X	X	X	X	X	X	-										
Computation	X	X	X	X	/	X	X	-	X	X		X					
Estimation	X	X	X	X	X	X	X	/	X								
Measurements	X	X	X	X	X	-	X	X	/	X							
Problems	X	X	X	/													
Shapes	X	X	X	X	X	X											
Graphs	X																
Sets & Classification	X	X															
Symmetry	X	X															
Probability	X	/															
Ratio & Mapping	▨	▨	X	X	▨	X											

a weak area, relatively.

Comments

Use of logic/ strategy - fair to good; Inconsistent

Developmental level - OK. for age; still unsure of some basic concepts - probability, ratio. But sense of numbers and meaning of operations is good

Feelings about math - positive

READING (see key)

Achievement

	A	B	C	D	E	F	G	H
Free choice	▨	▨	▨	▨	▨	▨	▨	X
Instructional	▨	▨	X to limit of testing					

Comments

Comprehension - good, although sometimes ignores punctuation in oral reading

Ability to outline general plot or structure ✓

Ability to relate details ✓

Ability to find the main idea ✓

Understanding sequence of events ✓

Understanding and following directions ✓

Ability to make inferences ✓

Vocabulary - good

Recognizing basic sight words ✓

Knowledge of word meanings in context ✓

Fluency good

Kinds of reading preferred - wide range

Amount of reading on average - daily, at home and at school; a lot

Feelings about reading - positive

ART (see key)

	A	B	C
Developmental level	▨	▨	X

Comments

Knowledge of materials - good

Quality of imagination - strong sense of design

Amount done, on average - almost daily

Skill - good

Feelings about art - postive

A B C D E F G H I J K L M N O P Q

NOTES

Achievement is good in all three areas assessed.

KEY
☒☒ description below applies to child/ he or she can do this
⧄⧄ description applies partially/can do this inconsistently
☐☐ description does not apply/cannot do this
⊟⊟ information gathered is insufficient to assess this
▤▤ irrelevant

MATH

Numeration
A. Can write numbers to 10
B. Can write numbers to 100
C. Can write number to 1000
D. Can write numbers in thousands
E. Can read 100's of thousands
F. Can give value of digits in 4-digit numeral
G. Can read numbers in millions

Computation
A. Simple addition 4+5=
B. Addition with re-grouping 98+73=
C. Simple subtraction 9-5=
D. Subtraction with re-grouping 22-17=
E. Multiplication tables
F. Simple multiplication 3x4=
G. Multiplication with re-grouping 8x53=
H. Multiplication by more than one digit with re-grouping 52x185=
I. Division of two-digit dividends by one-digit divisors 24÷4=
J. Division as in I., with remainders 25÷4=
K. Division of three- or more digit dividends by two- or more digit divisors 768÷54=
L. Basic concept of fraction ⅓ ½ etc.
M. Addition of fractions
N. Subtraction of fractions
O. Multiplication of fractions
P. Division of fractions
Q. Basic concept of decimals

Estimation: can give reasonable estimate-
A. of numbers of items under 10
B. of numbers of items over 10, into hundreds
C. of distances in inches
D. of distances in feet
E. of distances in miles
F. of weight in pounds
G. of time in minutes
H. of time in months
I. of time in years

Measurements
A. Can tell time to ½ hour
B. Can tell time to 5 minutes
C. Can tell time precisely
D. Can measure in inches & feet
E. Knows number of ounces in pound
F. Can read temperature in Farenheit
G. Knows relative value of pennies, nickels, dimes and quarters
H. Knows number of nickels, dimes, quarters to dollar
I. Can measure objects to nearest centimeter
J. Can add hours and minutes to a given time

Problems
A. Can do word problems using addition
B. Can do word problems using subtraction
C. Can do word problems using multiplication
D. Can do word problems using division

Shapes (plane geometry)
A. Recognizes square and triangle
B. Recognizes circle
C. Recognizes rectangle
D. Recognizes rhombus
E. Recognizes hexagon
F. Recognizes oval

Graphs
A. Can read a simple bar graph
B. Can read a simple line graph

Sets & Classification
A. Can sort objects into up to three sets
B:.Can find intersection of two sets

Symmetry
A. Can identify line of symmetry in pictures with bi-lateral symmetry (like a butterfly)
B. Has some understanding of reflection, rotation
C. Knows word "symmetry."

Probability
A. Little or no sense of probability
B. Fair sense of probability
C. Good sense of probability

Ratio and Mapping
A. Has little or no understanding of scale
B. Has difficulty reading a simple map
C. Has difficulty drawing a simple map
D. Has fair sense of scale, ratio
E. Can draw a fairly good simple map
F. Can read a simple map
G. Can draw a good simple map
H. Has good sense of scale, ratio

READING

Free Choice: grade level equivalent
A. Kindergarten
B. First grade
C. Second grade
[✓ D.] Third grade
E. Fourth grade
F. Fifth grade
G. Sixth grade
H. Seventh grade
I. Eighth grade
J. Ninth grade----

Instructional
A. Has difficulty following written instructions on third grade level
B. Can follow written instructions on third grade level fairly well
[✓ C.] Can follow written instructions at third grade level

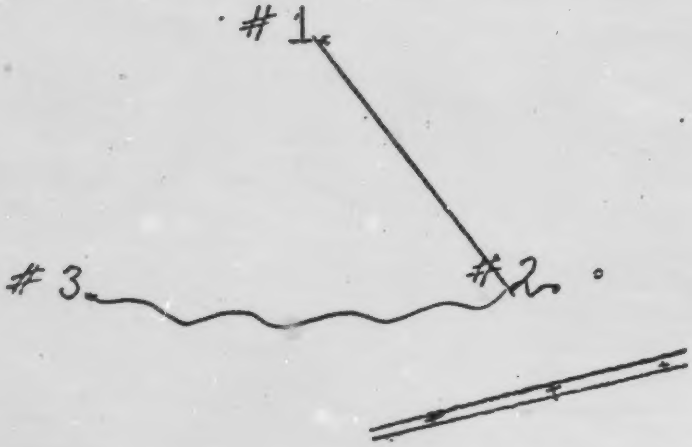
(Note: C is limit of testing)

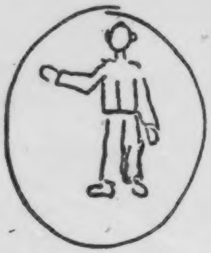
ART

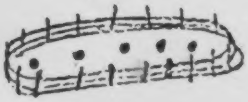
Developmental level
A. Below average for age
B. Average for age
C. Above average for age
D. Advanced

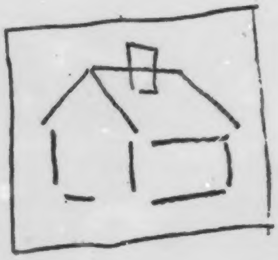
Name ____________________

Reading First draw a straight line, using a ruler, from #1 to #2. Then draw a wavy line from #2 to #3. Draw a circle around the picture of the man and draw a square around the picture of the house. When you've finished that, make five dots inside the fence and make three crosses near the double line.

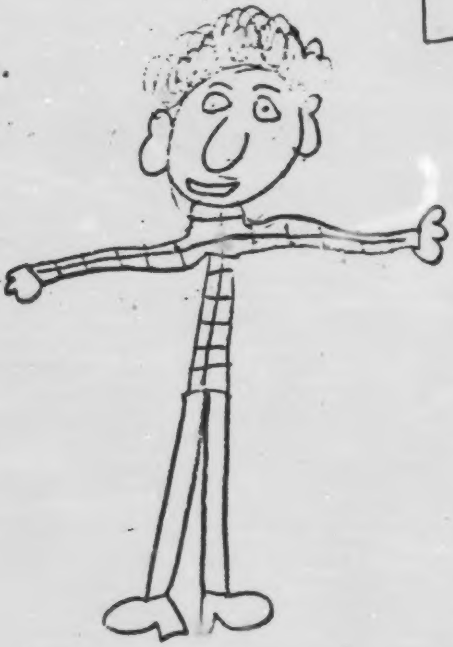








Art Draw a picture of a person.



Notes on Teacher Interview

number system; OK but not "rock solid"

concept of large numbers: OK

ability to estimate : into hundreds

sense of probability

money X
time X distance X weight temperature X

sense of scale, ratio: good

rhombus X
knows triangle X square X rectangle X circle X ~~parallelogram~~

concept of symmetry: : good; probably knows word

idea of fractions : basic ones: ¼ ½ 1/3 1/5 etc.

graphs: good

feelings about math : likes it; confident.

can apply math knowledge: good at word problems, makes own.

likes to read: yes

how much: a lot

at home: yes

fluency: excellent, above age level.

kinds of books : funny stories, fantasy etc.

understanding: excellent

likes art : yes

how much : a lot

good at it : yes

knowledge of materials: good

quality of work : colorful, original

kinds of art : designs

independent thinker : yes; only asks for help when really needs it.

uses knowledge for problem-solving, copes with difficult situations :
good; solid person.

SCHOOL RECORDS - SUMMARY

K- Reading: sounds out short vowels. Enjoys looking at books, being read to. No formal reading program yet.

Math: with rods, can add to 20. Exceptional progress, natural aptitude.

Art: Imagination, variety and care. Works with independence.

I- Reading: excellent vocabulary; at 3rd. grade level; good comprehension. High interest. Reads library books and basic text books.

Math: understanding of basic math concepts. Time: beginning minutes past. Some confusion about place value.

Art: Maturity. Good fine muscle control. Thoughtful planning, still "sweeping paint strokes" at times.

II- Reading: confident. CRT 2.8 Dolch 3+ decoding 4.

Math: not too good, lack of understanding.

Art: Colorful, well constructed, imaginative.

WRITTEN TEST

About how much does your teacher weigh? 130

Which do you think weighs more, a bicycle or a horse? a horse

About how long is your thumb? a inch 1/2

About how high is the ceiling in this room? 10 1/2 FT.

About how long does it take you to brush your teeth? 2 min

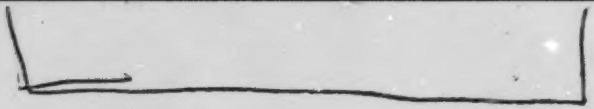
About how long will it be before you are a grown-up? 11 years

About how long is summer vacation? about a month

About how many children are there in this school? 200

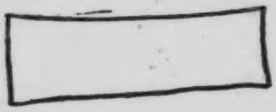
About how many pieces of bread are there in a loaf? 17 pieces

pretty good - except on summer vacation

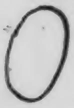


Draw these shapes:

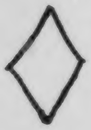
Rectangle



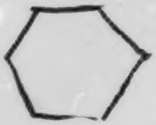
Oval



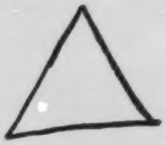
Rhombus



Hexagon



Triangle



Turn this paper over and put a dot exactly in the middle of it.

Said she couldn't do
this, could only guess.
Didn't want to try.

MULTIPLICATION I

$$\begin{array}{r} 5 \\ \times\ 1 \\ \hline 5 \end{array}$$

$$\begin{array}{r} 2 \\ \times\ 2 \\ \hline 4 \end{array}$$

$$\begin{array}{r} 4 \\ \times\ 6 \\ \hline 24 \end{array}$$

$$\begin{array}{r} 10 \\ \times\ 3 \\ \hline 30 \end{array}$$

$$\begin{array}{r} 37 \\ \times\ 1 \\ \hline 37 \end{array}$$

$$\begin{array}{r} 8 \\ \times\ 0 \\ \hline 0 \end{array}$$

$$\begin{array}{r} 24 \\ \times\ 2 \\ \hline 36 \end{array}$$

$$\begin{array}{r} 15 \\ \times\ 5 \\ \hline 75 \end{array}$$

not sure

$$\begin{array}{r} 12\ 19? \\ \times\ 7 \\ \hline \end{array}$$

Look at the map first. Then answer:

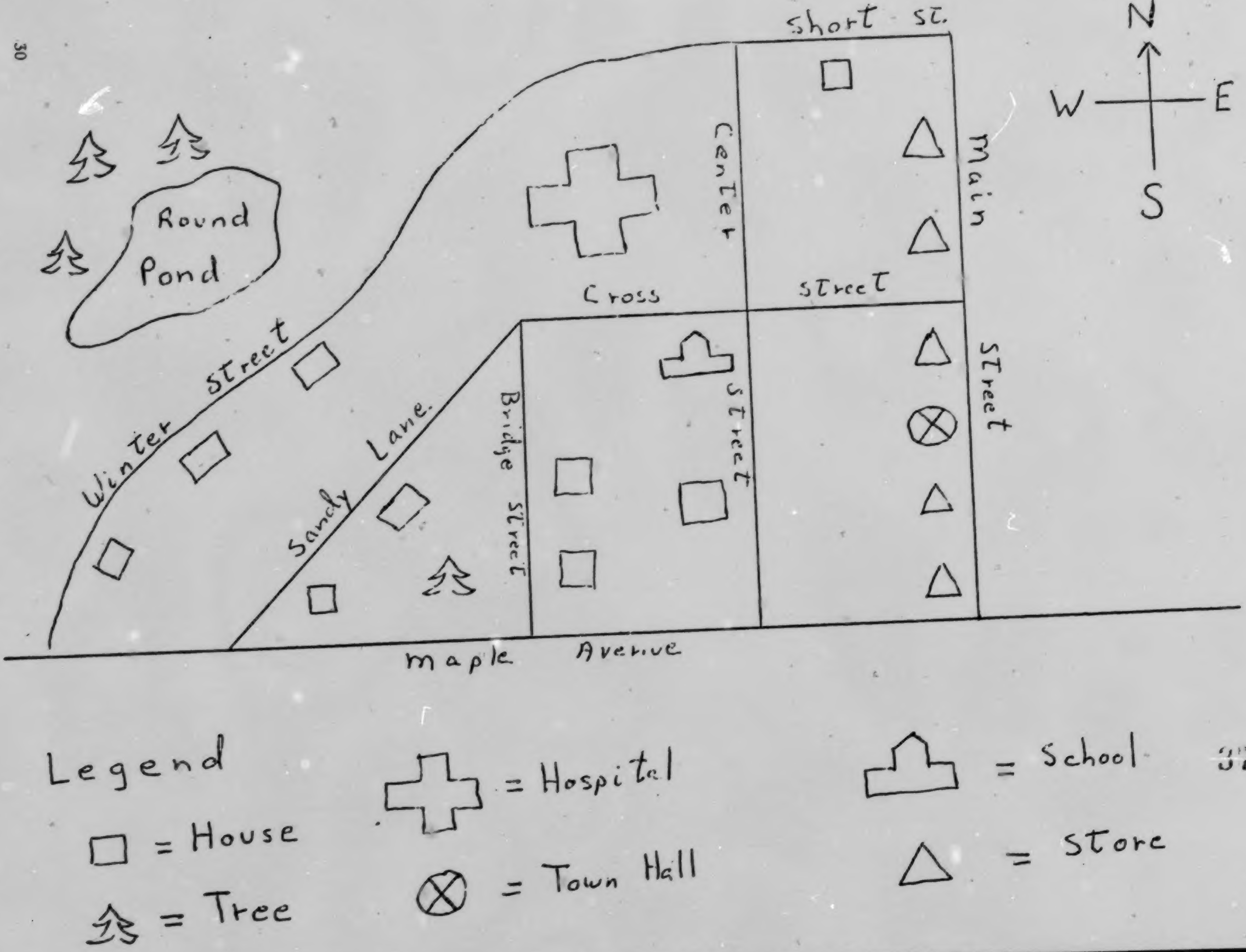
What street is the Town Hall on? main ST.

The school is on the corner of which two streets? Cross ST. + center ST.

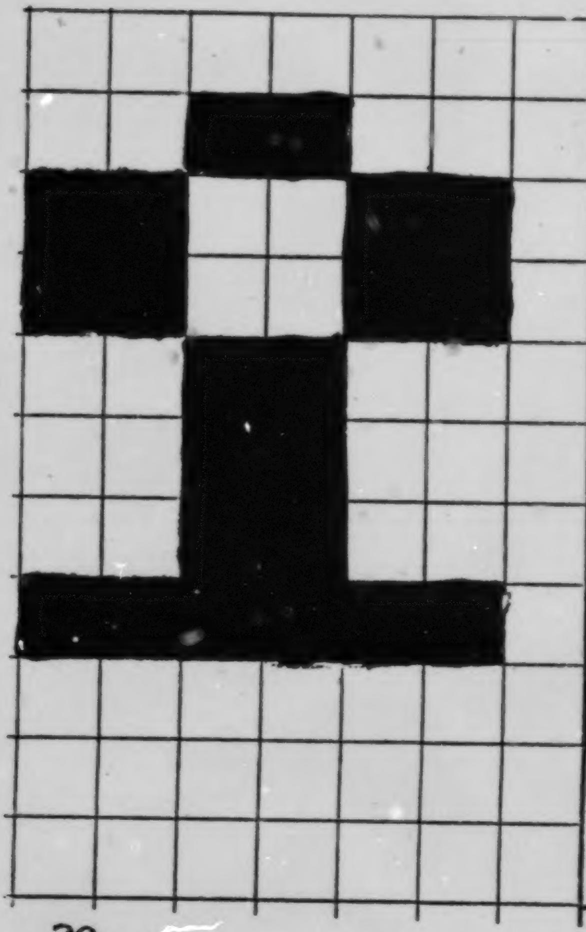
Is Round Pond west, north, south or east of Center Street? West

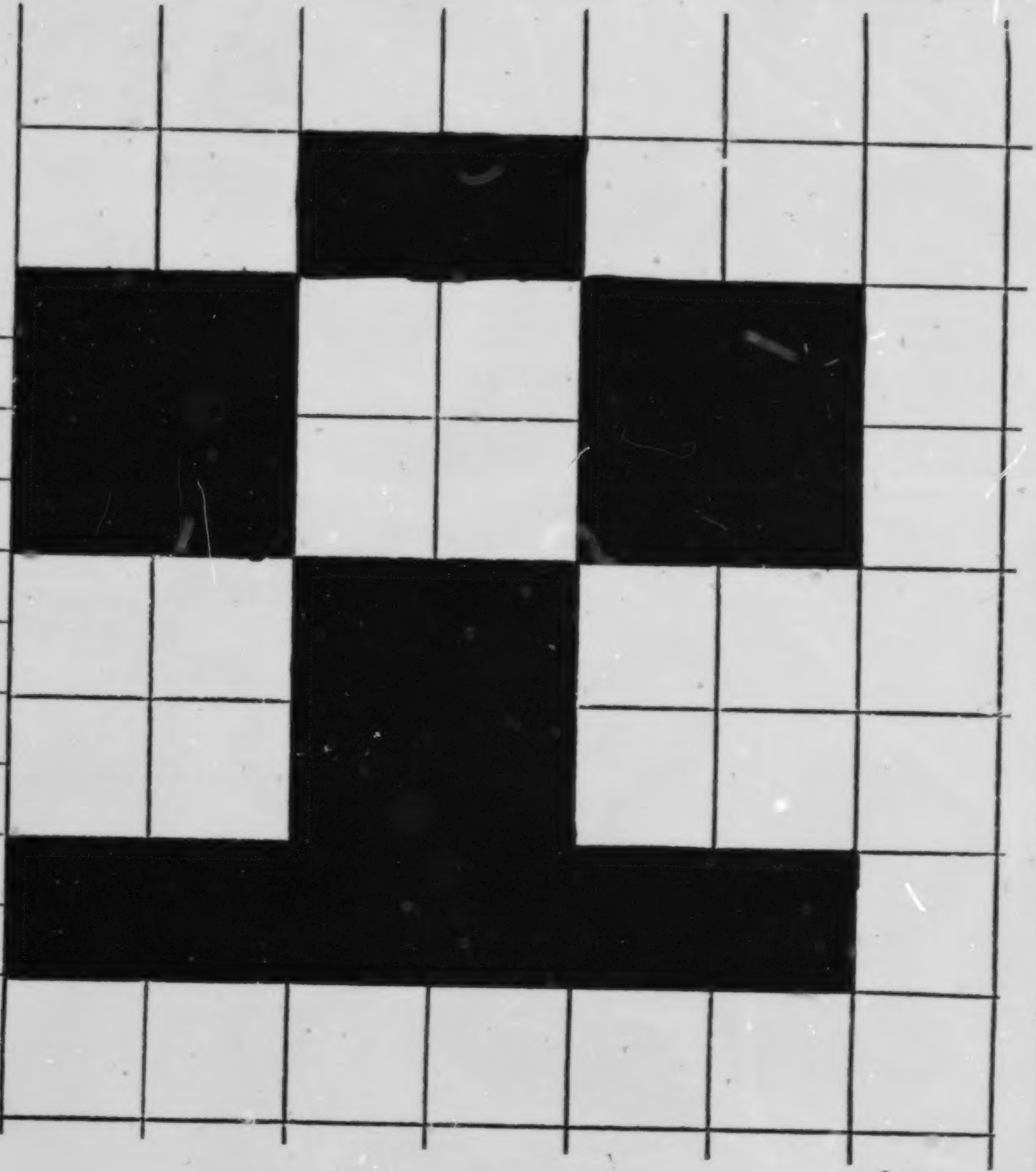
Which street is longer, Bridge St. or Center St.? center ST.

No hesitation –

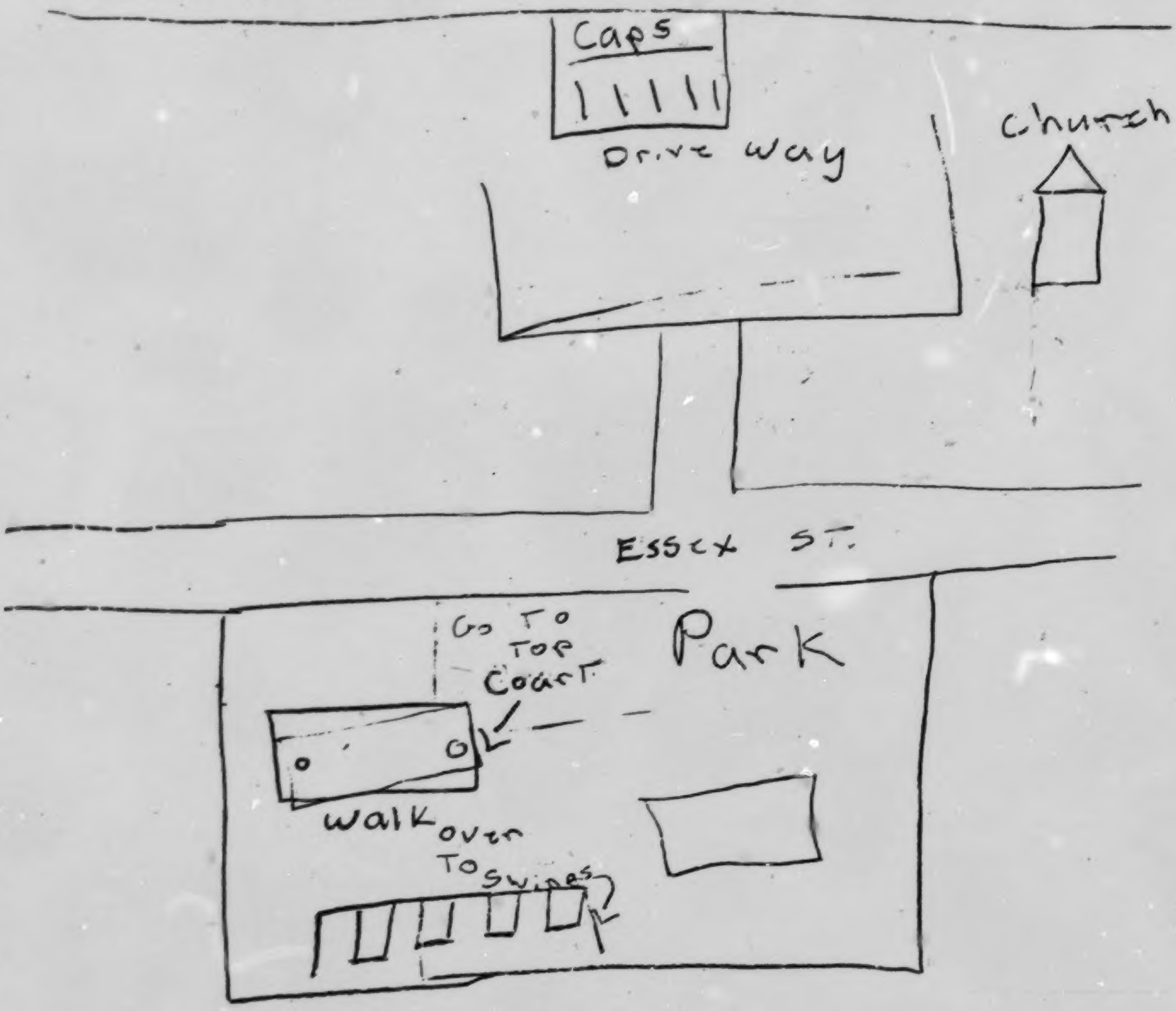

Short St.
N
W
E
S
Center
Main
Round
Pond
Cross
Street
Winter Street
Sandy Lane.
Bridge Street
Street
Street
Maple Avenue
Legend
= House
= Tree
= Hospital
= Town Hall
= School
= Store

Can you draw
this design
twice as large?





Make a map to show how you walk from this school (CAPS) to the swings on the playground.

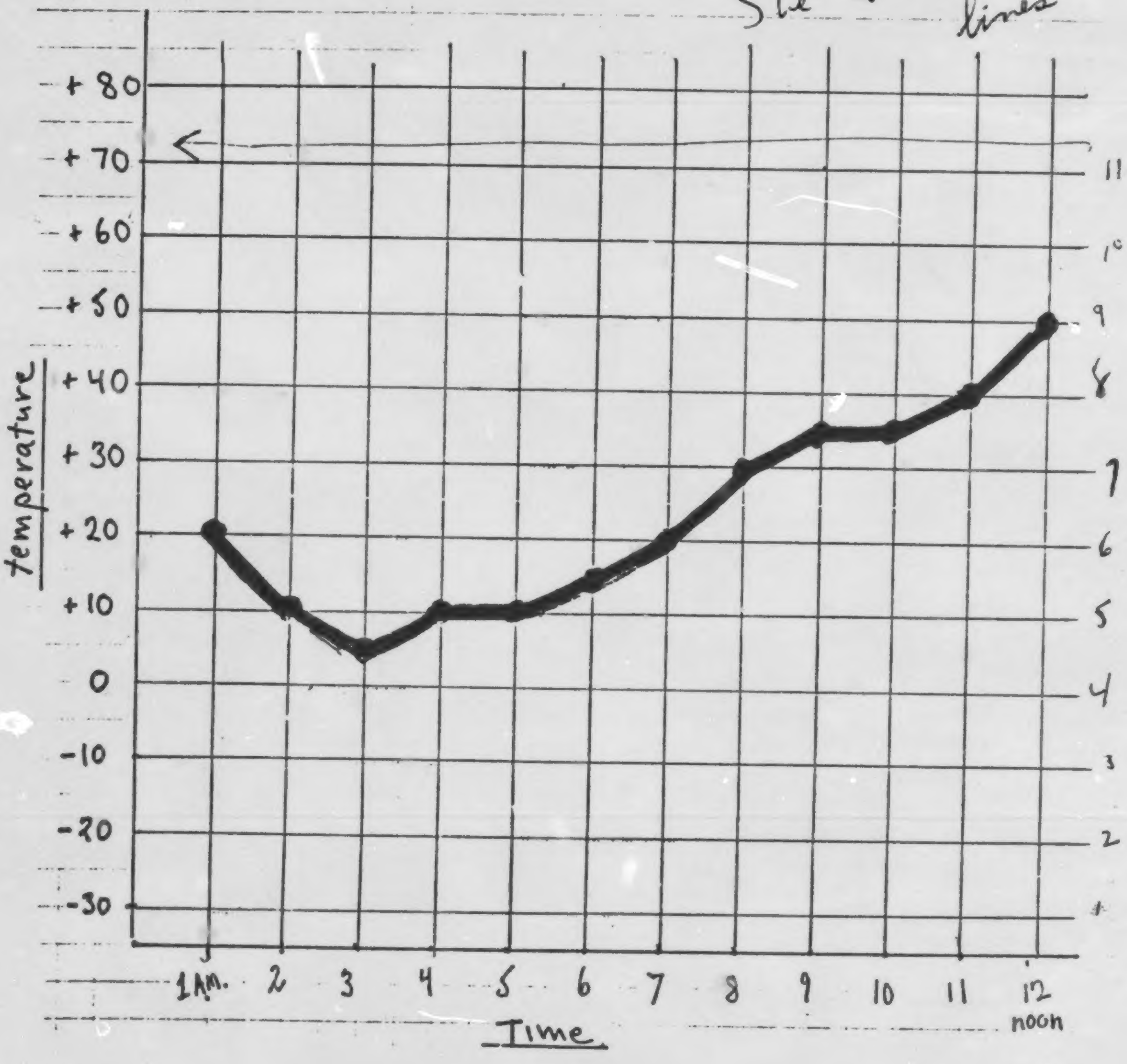

Caps
Drive way
church
Essex ST.
Go To Top Coart
Park
walk over To swings

good

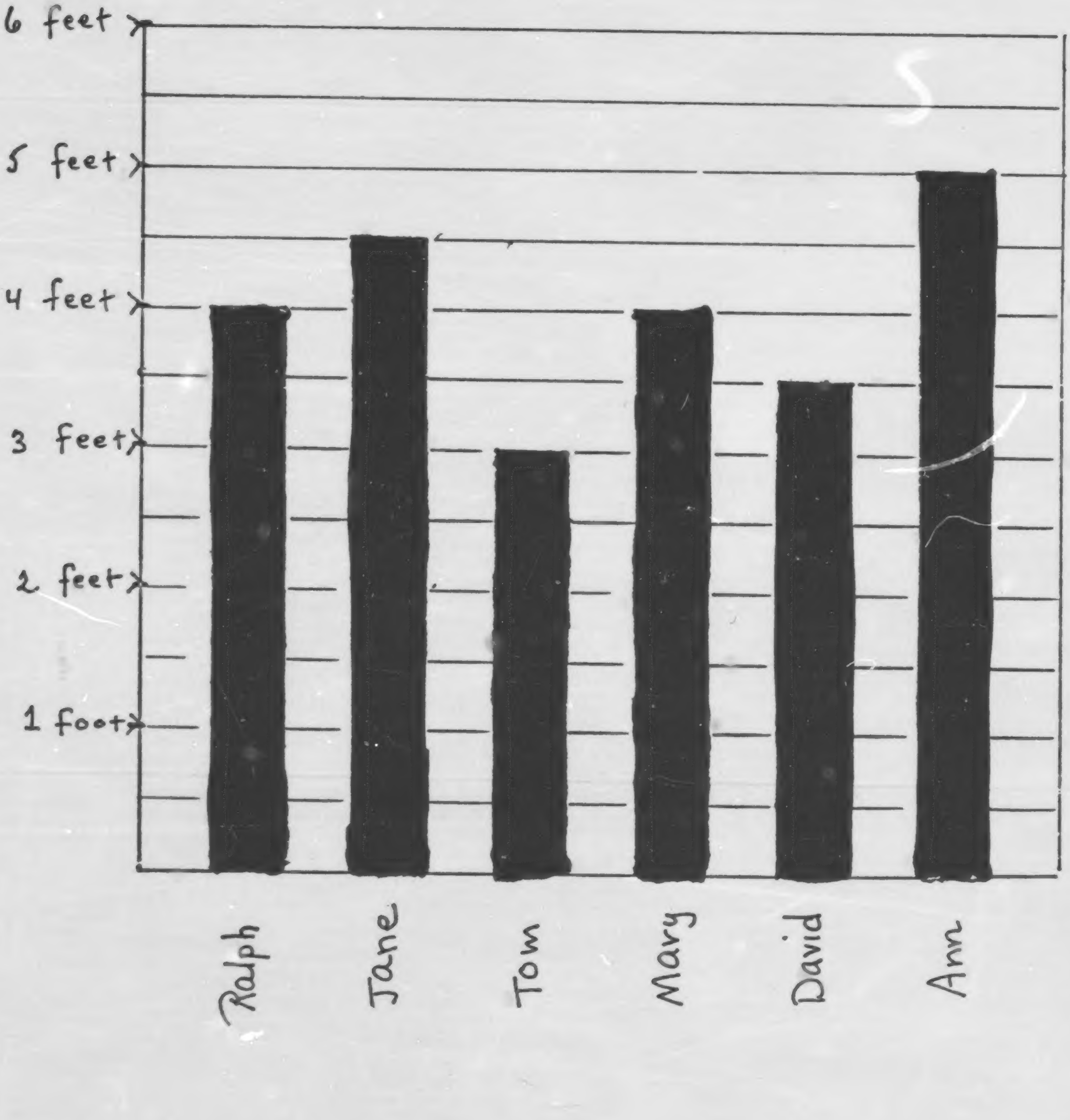
What was the temperature at 11:00 A.M.? 76

11

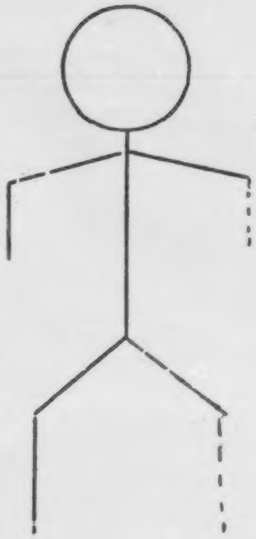
She counted up lines

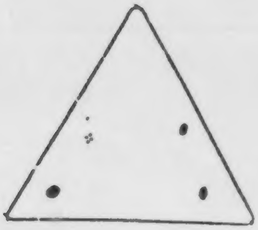


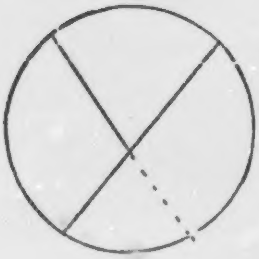
How many feet tall is Mary? 4 ft.

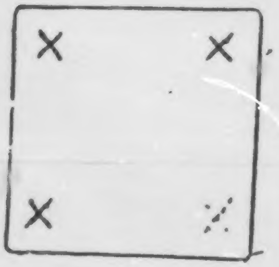


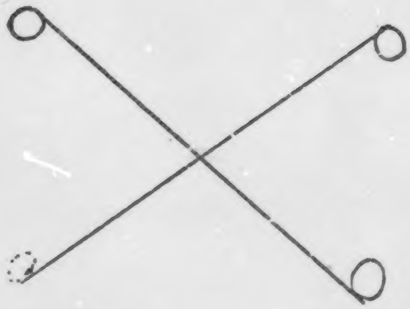
Make each picture symmetrical so that they look balanced

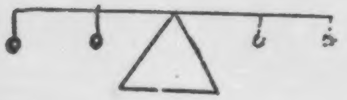












__NOTE__: Dotted lines indicate ones drawn by the child.

Write the equations to solve these problems. You don't have to find the answers.

Example: Mary, Ellen and Robin each have three cats. How many cats do they have altogether?

$$3 \times 3 = \square \quad \text{or} \quad 3 + 3 + 3 = \square$$

③ Jim weighs 40 lbs. His big brother weighs twice as much as Jim. How much does his big brother weigh? $40 + 40 = 80$

④ If Jane can do 40 push-ups in 10 minutes, how many can she do in one minute? ?

⑥

① Five children are playing marbles. Each child has three marbles. How many marbles do they have altogether? $3 \times 5 = 15$

② There were 86 paper clips in the box. 14 children took one paper clip each. How many paper clips were left in the box?

$$\begin{array}{r} 86 \\ -14 \\ \hline 71^{x} \end{array}$$

ORAL TEST

Note: Explanation of manipulative materials follows this form.

Name of Child ____________

Name of Tester Linda Baker

Date: (Fri) May 27 or 28

I Decimal System

Arrange 7, 23, 57, 228 for child.

Child symbolizes

33 ☑ 214 ☑ 506 ☑ 1763 ☑

with some explanation about columns

Child can add 257 to 1763 ☑

on the grid ✓ 2020 - with prompting + suggested from me, was able to add on large grid + do the trading in.

on paper ____

other ____

II Estimation

Child estimates there are 400 children in the school.

Estimate of total weight of his/her family 300 lbs.

(4 people in family)

Notes:

III Probability

Coin toss: Child says coin will land on "tails" 40 times out of 100. "Most times lands on heads"

Child numbers die correctly. ✓

Child tests fairness of die by

"shake about 17 times"

or "feel the weight"

"Doesn't know" - many times

Name ________________

IV Classification and sets

-Child can sort objects into three sets ☑ ✓
-Given two sets (one red, one animals) ✓
can find intersecting object ☑

Other:

V Problem Solving

Information missing from
Problem A: ✓

problem B: ✓

How many color patterns can be made with 3 colored discs? 3 because 3 colors
Then tried it + said 5

VI Symmetry + Balance - Demonstrate on "A"

- Child finds line of symmetry on
A — B ✓ C ✓ D ✓ E ✓ F no G no H ✓ I ✓ J no
no mirror → wm. wm now → wm
- Flips: one vertical flip ✓ after long explanation one horizontal flip ✓
one vertical + one horizontal ✓
other: 1/4 R ✓ 1/2 R ✓ 3/4 R ! whole ✓ 1/4 R (cc) ✓ 3/4 R (cc) ✓

VII Performance + Understanding

- There are 35 marbles in 7×5 grid
(Child had to count each marble ☐)

answered immediately

Name ________

VII Continued

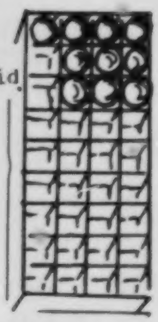
- There are 32 marbles in 2x16 grid. Child should count one row only.
  (Child had to count each marble ☐)
  Take away 7 marbles. There are 25 marbles left.
  (Child had to count each marble ☐)
- In a 6x7 grid there are 42 marbles.
  (Child had to count each marble ☐)
  Move 2 marbles to another position. There are now ✓ marbles.
  Take away 4. Put back original 2. There are now 38 marbles.
- If 42 marbles are separated into 6 groups, there are 7 in each group.
  (Tester should lay out 7x6 grid.)
  Child used materials _.
  Child did not use materials ✓.

Notes: I think she knew more than she demonstrated. Was nervous + a bit giggly. Was quick to say "I don't know" unless I continually prompted her + made suggestions. Didn't seem really into thinking about questions on her own.

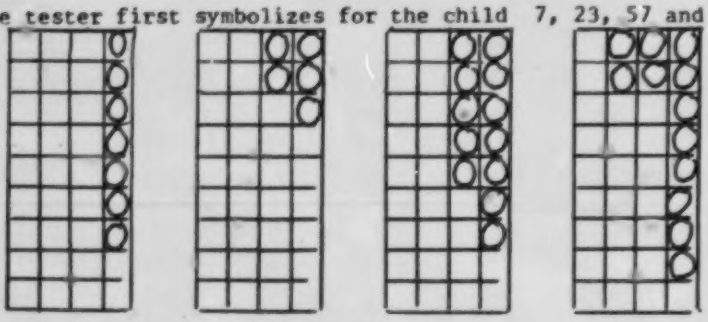
DESCRIPTION OF MATERIALS USED WITH ORAL TEST (all non-commercial)

I. Decimal System

A plastic grid (sawed-off section of a ceiling light diffuser)
Collection of marbles, under standard size, which sit on top of the grid

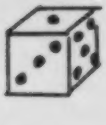


The tester first symbolizes for the child 7, 23, 57 and 228:



III. Probability

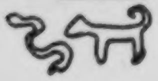
A one-inch cube which is numbered or "dotted" by the child like a die:



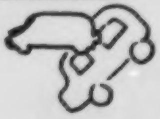
IV. Classification and Sets

A collection of small, brightly painted wooden objects which can be divided into three sets:

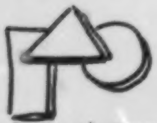
Creatures



Vehicles



Shapes



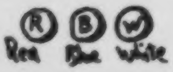
V. Problem Solving

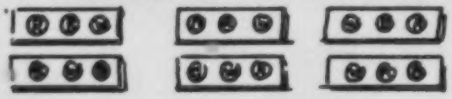
Problem A. If six children decide to stay in from recess to draw pictures, how many children go outside?

Problem B. If your dog has puppies and you give away half of them, how many do you have left?

Three colored plastic discs; a piece of cardboard marked with circles the same size as the discs.

Correct answer is 6:

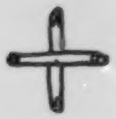


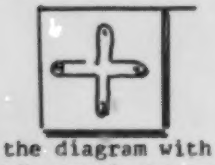


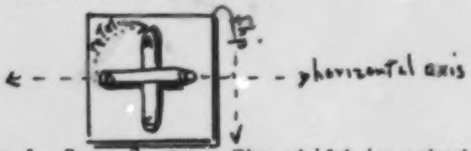
VI. Symmetry and Balance

A set of ten cards with a capital letter drawn on each one, A through J.

Two tongue depressors glues together to form an equal-arm cross. The ends are identified on both sides by letters, A B C and D. A square of cardboard with the outline of the cross traced on it; the ends numbered 1 2 3 and 4.



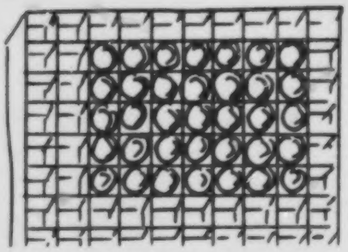




The cross is placed on the diagram with A on 1, B on 2 etc. The child is asked to predict the results of certain operations such as a horizontal flip, quarter rotation to the right, etc.

VII. Performance and Understanding

A larger grid of the same type used in I., with additional marbles.



Classroom observations

May 13 While the Chinese dumpling cooking was going on, R. comes over to the piano, plays a two-handed piece (melody with echo in the base). Intermittently returns to the piano during the cooking.

May 18 Curled up on cushion, reading. Doesn't seem to hear announcement by teacher of "clean-up time." Continues reading. Friend (L.) comes over, tells her it's time to clean up. R. gets up slowly; seems to have difficulty extracting herself from mood of book.

May 20 Working on graphic representation of addition patterns up to 10. Using crayons and squared paper (assigned task). Varies colors and patterns---seems to be interested in, care about, appearance of sheet.

June 4 Goes over to table with math assignment in hand. Looks at it; sits down. Gets up and takes off sweater. Sits down and watches two friends talk. After about five minutes picks up pencil and begins work.

classwork

great!

[redacted]

[redacted]

2~~3~~ 10
- 2 4
6

7~~8~~ 11
- 6 4
1 7

8~~9~~ 18
- 5 9
3 9

3~~4~~ 13
- 2 7
1 6

3~~4~~ 11
- 3 6
0 5

4~~5~~ 18
3 9
1 9

[redacted]

8~~9~~ 17
4 9
8

0 5 7 R0
6 | 3 4 2
−3 0
4 2
−4 2
4 2

0 7 4 R3
5 | 3 7 3
−3 5
7 3
0 2 3
−1 2 0
0 3

0 3 0 R3
4 | 1 2 3
−1 2
0 0 3
−0
3

1 1 5 3 R7
8 | 9 2 3 1
−8
1 2
0 8
4 3
−4 0
3 1
2 4
7

0 8 0 R3
7 | 5 6 3
−5 6
0 0 3
−0
3

classwork

2 11
−3 2 4
1 8 9
1 3 5

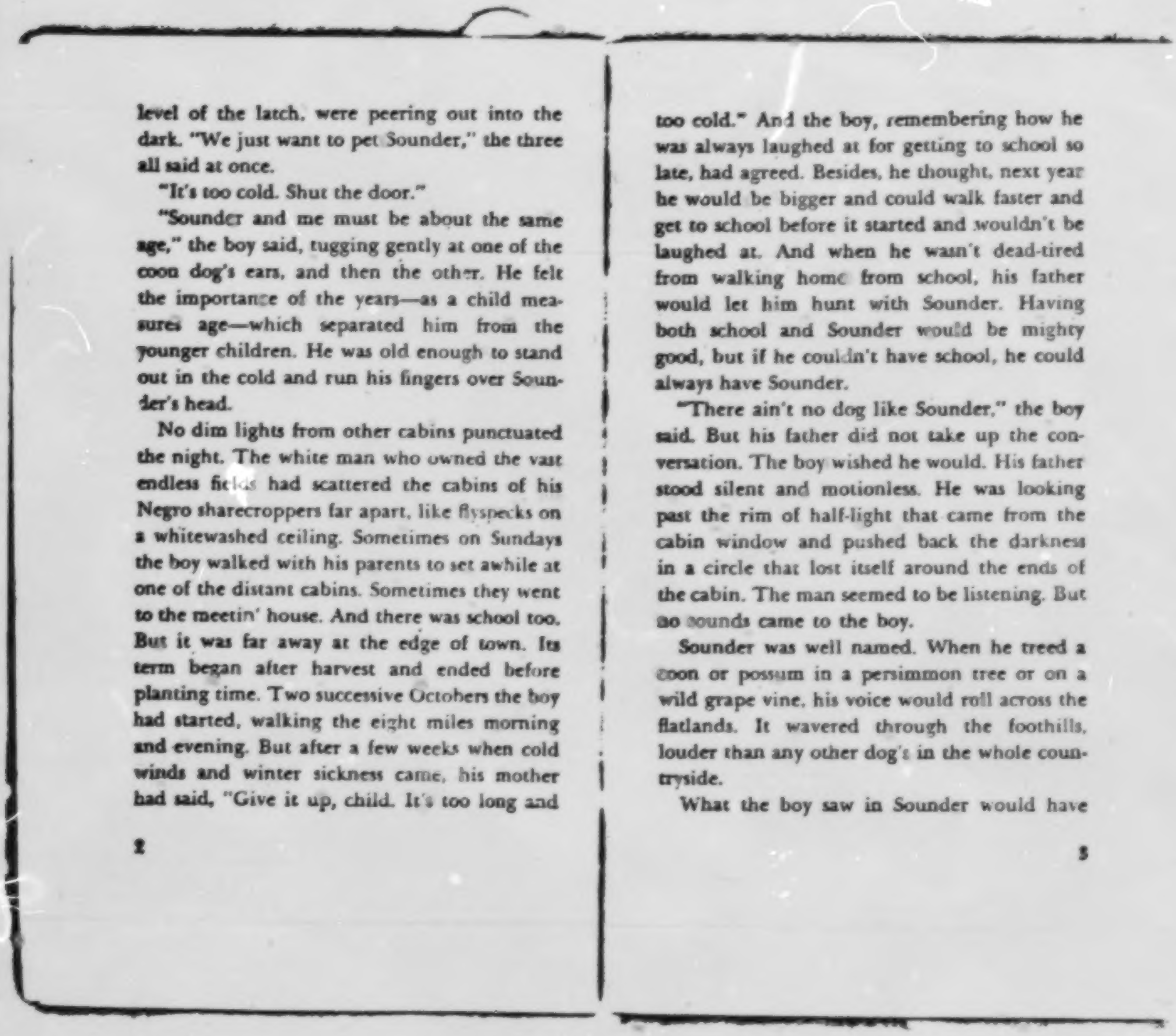
1 17 13
−2 8 3
1 9 4
0 8 9

14 4 16
9 3 8
5 1 8

7
9 8 12
6 5
9 1 7

3 11
7 4 1
3 0 4
4 3 7

SAMPLE PAGE OF BOOK READ ALOUD



level of the latch, were peering out into the dark. "We just want to pet Sounder," the three all said at once.

"It's too cold. Shut the door."

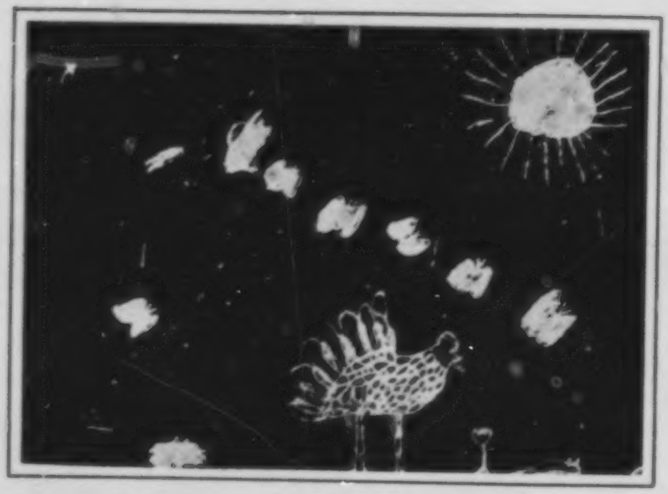
"Sounder and me must be about the same age," the boy said, tugging gently at one of the coon dog's ears, and then the other. He felt the importance of the years—as a child measures age—which separated him from the younger children. He was old enough to stand out in the cold and run his fingers over Sounder's head.

No dim lights from other cabins punctuated the night. The white man who owned the vast endless fields had scattered the cabins of his Negro sharecroppers far apart, like flyspecks on a whitewashed ceiling. Sometimes on Sundays the boy walked with his parents to set awhile at one of the distant cabins. Sometimes they went to the meetin' house. And there was school too. But it was far away at the edge of town. Its term began after harvest and ended before planting time. Two successive Octobers the boy had started, walking the eight miles morning and evening. But after a few weeks when cold winds and winter sickness came, his mother had said, "Give it up, child. It's too long and too cold." And the boy, remembering how he was always laughed at for getting to school so late, had agreed. Besides, he thought, next year he would be bigger and could walk faster and get to school before it started and wouldn't be laughed at. And when he wasn't dead-tired from walking home from school, his father would let him hunt with Sounder. Having both school and Sounder would be mighty good, but if he couldn't have school, he could always have Sounder.

"There ain't no dog like Sounder," the boy said. But his father did not take up the conversation. The boy wished he would. His father stood silent and motionless. He was looking past the rim of half-light that came from the cabin window and pushed back the darkness in a circle that lost itself around the ends of the cabin. The man seemed to be listening. But no sounds came to the boy.

Sounder was well named. When he treed a coon or possum in a persimmon tree or on a wild grape vine, his voice would roll across the flatlands. It wavered through the foothills, louder than any other dog's in the whole countryside.

What the boy saw in Sounder would have



NOTES ON
INTERVIEW WITH Billy Jones

Math

Measurements: ok on money, time, inches, ounces, etc.

Number system: can read and write large numbers

Word problems: If 5 children brought 7 marbles, would have 35 (used multiplication)
If deck of 60 cards divided among 5 people, each have 12 (used multiplication rather than division).

Feelings: good. Uses good strategies

Reading

Read Sounder by Wm. H Armstrong

Fluency: good
Comprehsnion: good although sometimes unsure of punctuation inflections; seems to get sense anyway.

Reads at home and at school, daily.

Kinds: sometimes long ones, sometimes short ; all different subjects. watches TV about 1 1½ hours per day but not on nice days

Art

feelings likes it a lot

At home: sometimes draws, paints or works with clay

How much: twice a week in art room; also when finished work, usually draws although sometimes reads.

Materials: ball: tin foil and tape; vase: clay fired; airplane: paper; statue: clay; dollhouse: wood.
dry clay can be wetted down, oil paint removed with Ajax;
doesn't know how to prepare paper mache

Best artists: Rebecca, Susie

Estimate of self as artist: sometimes good; sometimes hatesit.

Favorite activities at school: gym, music, reading, writing, math workbook
Least favorite things at school: hardly anything
" " " " home: folding up sleeping bag

COMMENTS

Timing

The process of data-collecting took about six weeks altogether and involved the efforts of seven people. The following is a rough estimate of the average time taken to conduct the various elements of the assessment:

Evaluator-teacher interview: about 10 minutes of discussion devoted to each child.
Observation in classrooms: a half day in each of the four classrooms containing third graders.
Evaluator-child interviews: a half hour each.
Oral test: about an hour for each child.
Written test: about an hour for each child (most of them given to groups of four or five).

At the end of the six-week period, I, as external evaluator, spent about one hour summarizing the results for each child. If this time requirement seems excessive, several points should be kept in mind: the effort was divided among seven people; this was the first time this method was used and it could presumably be simplified and streamlined in the future; this kind of assessment is seen as taking place only every three or four years, as checkpoints in the course of continuous documentation; and, most important, the information gained is deeper and more comprehensive than that yielded by more conventional methods.

Report form

The summary sheet seems a good solution to the problem of presenting a quick picture and at the same time indicating where more detailed information is available. One can scan the sheet and receive a general impression of the adequacy of a child's learning (even though the results are not presented in numbers nor relative to the achievement of other children). One can also form some idea of the quality of his work and of his attitudes. For more specific information, one can turn to the *Key*. A still more complete picture can be gained by examining the actual materials (in the child's folder) on which the summary is based.

Adequacy of coverage

In the effort to gather a significant quantity of data from which to draw conclusions, there was perhaps some unnecessary duplication: assessment of a child's ability in measurement, for instance, could have been adequately determined through only a written test, interview, and parent questionnaire. The other means were possibly superfluous. There were some subjects, on the other hand, which were not adequately assessed: vocabulary, for instance. Another time, I would tape-record and transcribe answers to the questions on the oral reading passage, paying particular attention to the child's understanding of words in context. I also feel that the summary of the child's skill and knowledge in art could be longer and the basis for these judgments more evident. I actually looked at a good deal of artwork in the classrooms, in addition to talking about it with the children and teachers, but this is not apparent in the report.

Reactions of children

The purpose of the third-grade assessment was explained to the children in advance by their teachers. Since the administration of the various instruments was informal and adjusted to each child's tolerance, there was relatively little anxiety or stress evidenced. The written math test, for example, was taken by children in groups or individually, depending on the teacher's sense of how each child would feel most comfortable and do his best. Some children required more reassurance than others, but most of them ended up enjoying the assessment (according to their own accounts during the interview) and actually learning a good deal in the process--facts which seem not unrelated.

2

Evaluating the Classroom

This section consists of selections from an evaluation which focused on eight classrooms in one K-through-6 elementary school. Each of the rooms contained about 20 children of mixed ages (two or three grade levels). Included are:

- Introduction (in double columns with quotations in the lefthand column)
- Documentation of one K-I classroom
    - An impression
    - Photographs
    - Map of the room
    - Check list of materials
    - Weekly schedule
    - Two time-activity charts
    - Statement by teacher (in response to questions)
    - Curriculum summary
    - Sociogram
    - Summary of conference with teacher
    - Samples of work
- Evaluation of program (summary of eight classrooms)
    - Context
        - Organization of space and materials
        - Organization of time and subject matter
        - Relationships
    - Curriculum and classroom functioning
        - What is offered
        - Individualization
        - Involvement in subject matter
        - Child input
        - Developmental issues
    - Evidence of learning
        - Informal assessments
        - Areas of evidence
        - Record-keeping
- Appendix: reading test; key to charts
- References
- Comments

INTRODUCTION

1. *More concretely, the alternative paradigm relies on field techniques from an anthropological rather than natural science tradition, techniques such as participant observation, in-depth interviewing, detailed description, and qualitative field notes.* Michael Patton

2. *A long tradition in Western thought holds that before it is possible, let alone desirable, to abstract and isolate the elements of a phenomenon according to the principles of logic, we must first conduct an inquiry that brings us closer to the phenomenon--if you will,* into *the phenomenon--in all its complexity. Exponents of this phenomenological position include among philosophers Heidegger, Merleau-Pony, Barfield, Hegel, and Husserl; among naturalists Goethe, Von Uexkull, Tinbergen, Eisely, and Lorenz; and among psychologists and anthropologists Jung, Levi-Strauss, Werner, and Froebel.* Patricia Carini

Since this will be an innovative form of evaluation, although not unrelated in its purposes and principles to other evaluations, it seems advisable to make some preliminary explanations of philosophy and aims, method and form.

First of all, it is based on a view of evaluation (phenomenological) which has a growing group of adherents, particularly in open education where the traditional paradigm is both inappropriate and inadequate. It considers the observer/evaluator as implicated in the setting and possessed of a point of view. The point of view in this case will be revealed in the context of the evaluation, but can be generally described in advance as being one of commitment to open education as defined by the literature quoted in the margins.

The approach to evaluation can be best illustrated by an analogy: in judging the quality of a piece of music, the critic can't reasonably begin with an analysis of notes, themes, time, key and so on. He doesn't, at first, "look for" anything. Rather, he must undergo total physical immersion in the music itself: listening, feeling, responding; being *in* it. It is only then that he is able to apprehend meaning and can begin to make distinctions and analyze the components with a better sense of how they relate to the whole.

In documenting the eight classrooms at the Alternative Public School, I began by "immersing" myself in the setting and writing down what I saw around me,

(cont.)

3. *Evaluation practices must respect the setting in which the educational effort takes place. That is, it is necessary to adapt the evaluation to the program rather than vice versa.*
George Hein

4. *Understanding the relation of theory and practice means evaluation.*
Allen Graubard

5. *More and more of the imaginative work in the evaluation field is tending to forms of evaluation that are much closer to art and to literary criticism, to ethnography, and to cinema verite than the older, quantitative, statistically based models of the past.*
Elliot Eisner

6. *The value of any evaluation is in direct proportion to its usefulness, to how much it can help a child's education.*
George Hein

beginning with a physical description of each classroom. As questions and particular considerations emerged I began to focus more closely, always returning, however, to an overall view.

I made and recorded observations in each of the classrooms over a two-month period and it is these observations--along with information supplied by the teachers, informal reading and math assessments, transcribed interviews with the eight teachers, impressions, photographs and illustrations of work--that constitute the visible data, or documentation, in the second section.

The evaluation of the data constitutes the first section. The theoretical framework against which I'm evaluating this evidence of practice is supplied by quotations in the margin (from many sources) which I hope will provide a coherent view of education, congenial to both staff and parent. I believe that most of these ideas are already implicit in the conduct and governance of the school and are merely here being made explicit.

One more characteristic of the documentation which should be mentioned is that it attempts to capture, in ways that will be evident, some of the quality of these particular classrooms in this particular school. I have included this kind of information along with the more factual kind in order to provide a better rounded subject for evaluation than is usual.

The primary purpose of the evaluation is the improvement of the educational program. This purpose has already been partially accomplished through the process of documentation itself, including

(cont.)

my presence in the school, which has caused a heightening of awareness. I've had frequent conversations with the staff and fed back information, as soon as it was transcribed, to teachers and sometimes to the older children so they too could reflect on what I had seen in their rooms.

The secondary purpose of the evaluation is to supply information to the wider school community and to the State Department of Education, Bureau of Equal Educational Opportunity.

I see this endeavor as a beginning to be followed by consistent, planned record-keeping and periodic assessments. I also see it as an experiment in school evaluation and a contribution to the general effort toward more reasonable, informative and humane procedures.

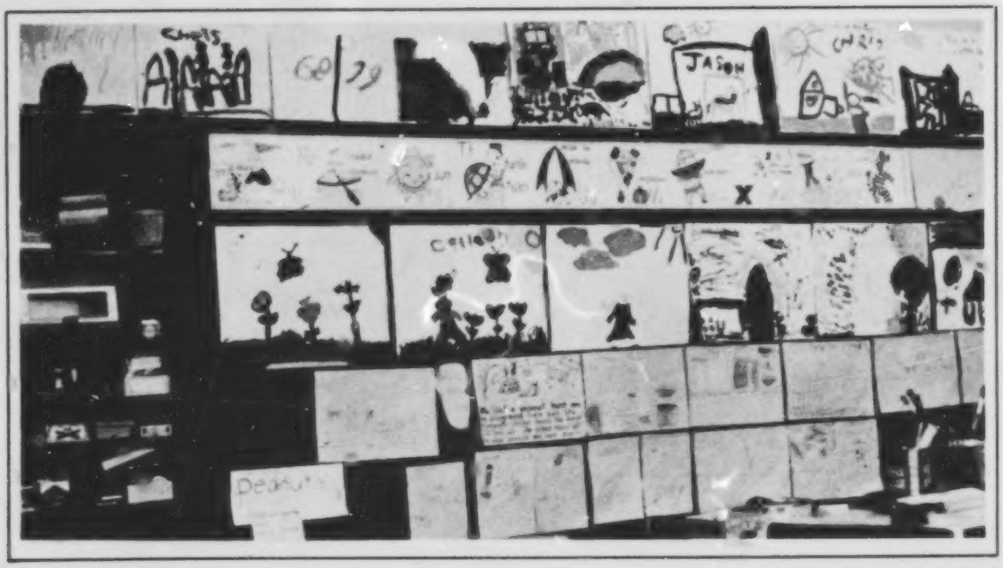
7. *One role that has often and sensibly been assigned to evaluation is an important part of the process of curriculum development (another is teacher self-improvement). Obviously such a role does not preclude evaluation of the final product of this process. Evaluation can and usually should play several different roles.* Michael Scriven

8. *A steady flow of information for improvement of program can be maintained by periodically recycling through this process of evaluation.* Ruth Anne Olson

9. *On all levels, from that of the individual child through that of the institution, those images of growth provided only by periodic testing and grading have some of the quality of time-lapse photography: disconnected and often mysterious. They record the stages of growth but not the process. Documentation, on the other hand--'keeping track'--encourages a constant awareness that can provide reassurance and support both to institutions and to the individuals for whose benefit they exist.* Brenda S. Engel

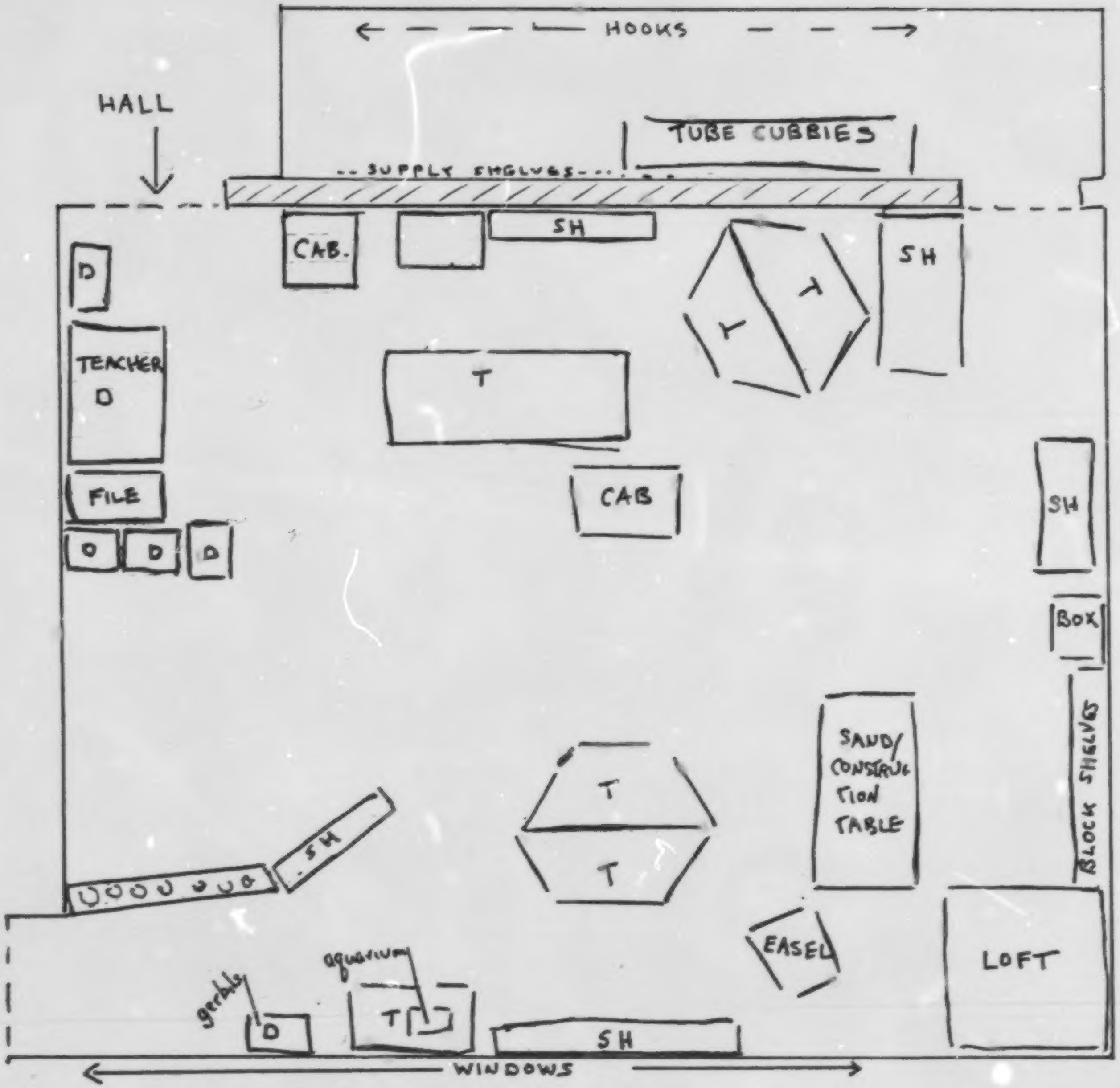
CLASSROOM A: An Impression

X, the teacher, a powerful but benign presence. Children seem to know and accept an unseen code; move about in harmony with it, occupied, full of self-respect and group-respect. Demonstrate the dignity and ease of those who understand and can live with the laws of the land which have, in this case, been tailored to their size and capabilities. Breakdowns and chaos only occur, on occasion, outside the room or when someone takes over who doesn't understand. Negativism relinquished in favor of sunshine, emanating from almost everywhere. Children picked off, one by one, willingly, by X, to read with her; to demonstrate progress and be rewarded by knowledge of progress. Everyone clearly learning and enjoying it. Everything is validated--gerbils, reading, toothpicks and beans, painting, blocks, talking--most of all, reading, writing, and math.


Chris
JASON
Colleen
Peanuts

ROOM A

4/8/75


HOOKS
HALL
TUBE CUBBIES
SUPPLY SHELVES
CAB.
SH
D
TEACHER D
FILE
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D
D
T
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T
SH
CAB
SH
BOX
BLOCK SHELVES
SAND/CONSTRUCTION TABLE
T
T
SH
EASEL
LOFT
gerbils
D
aquarium
T
SH
WINDOWS

T - TABLE
SH - SHELVES
D - DESK
CAB - CABINET

MATERIALS CHECK LIST

ART & CRAFTS

- brushes
- bowls, sponges
- brayers
- containers
- chalk
- clay
- crayons
- clothes line
- clothes pins
- cameras
- carving tools
- dowels
- dyes

- fabric scraps
- food coloring
- finger paints
- felt pens

- hot plate

- iron
- inks

- looms
- magazines
- matt knife
- muslin
- nails
- needles

- oven

- paper
  - newsprint
  - manila
  - construction
  - foil
  - wallpaper
  - tissue
  - cellophane
  - wrapping
  - mural
  - carbon
  - sandpaper

- paper punch
- paste
- paper cutter
- penholders & nibs
- pencil sharpener
- pencils & erasers
- paper bags
- pins
- paper clips
- paraffin wax

- paints
  - tempera
  - watercolor
  - finger

- plaster
- plasticene

- printing sets

- rubber bands
- rubber cement
- rubber gloves
- rulers & yardsticks

- scrap
  - re-cycled
  - found
  - collected

- scissors
- string
- stapler
- sand
- salt
- shellac
- straws

- tape
  - Scotch
  - masking
  - cloth
- thread
- tacks
- tools
  - hammers
  - saws
  - pliers
  - shears

  - screwdrivers
- tongue depressors
- toothpicks
- turpentine
- trays & pans

- white glue
- wheat paste
- wire

- yarn

* some of these things we keep in the hall cabinet to share among 1st floor teachers

MATH

- activity cards
- abacuses
- Attribute blocks
- Balances
  - Invicta type
  - pan balance
- Board games

- calendar
- cards
- chips trading
- clock
- counters
  - beads
  - corks
  - bottle caps
  - beans
  - other-plastic bits, blocks
- Cuisenaire rods

- Dienes blocks
- dice
- dominoes
- geo-boards
- geometric shapes

- measures
  - tape measure
  - cups
  - measuring spoons
  - weights

- Mirror cards

- paper
  - adding machine tape
  - lined
  - white
  - quadrille
  - graph-1inch squares- mimeographed
- Pattern blocks
- pegboard & pegs

- scale
- stop watch
- textbooks - some workbooks
- tangrams
- tally
- thermometer
- timers
- tiles
- timetables
- trundlewheel

- Unifix blocks

- washers
- workbooks - some

CONSTRUCTION & DRAMATIC PLAY

- blocks
- boards
- boxes
- cars & trucks

- doctor equipment
- doll house
- dolls
- dress-ups
- furniture
  - telephone
  - stove
  - table
  - refrigerator
  - bed
  - utensils
  - dishes
  - other
- mirror
- marionettes
- puppets
- Lego

- re-cycled tubes, cards

- sets

- toy animals, signs
- Wendy house
- workbench
- loft

MATERIALS CHECK LIST (cont.)

Cooking

bowls
can opener
cookie sheets

decorator
double boiler

egg beater

frying pan

knives

ladle

measuring cups*
measuring spoons*

oven*
hot plate*

peeler
pie plates
rolling pin
saucepans
sifter
spatula
utensils
waffle iron

wooden spoons
basic supplies
(*also in art area)
" " math area

Roaster Toaster Oven

Music

bells
drums
guitar
home-made instruments

piano

record player
records
tambourines
triangles
tape recorder
xylophones
other

Science

bones
collections - shells, rocks
compasses
cotton

foil
fossils
funnel

lenses
medicine droppers
microscope
magnets

netting

pets gerbils, fish - tadpoles
from
supplies
equipment

plants
plastic bags
plastic sheeting
pots
prism
pulleys

reference books
reference magazines
rocks

shells
soil
screening
strainer

thermometers
tops
tubing

Ziploc bags
Encyclopedia (Golden Book)

Reading

books
- comics
- child-made books
- class books
- magazines
- textbooks/readers
- trade books
- workbooks
- other

Social Studies

books
- almanacs & catalogues
- Encyclopedia
- atlas
- dictionaries
- texts

artifacts

maps/posters

globe

kits - sometimes

collections

photographs

Language Arts/Writing

sets

games

puzzles

typewriter

blank books

- kits
- childrens dictionaries which they record words in
- word boxes
- book making materials
- alphabet cards on wall
- wooden alphabet letters
- paste on alphabet letters

CLASSROOM A

WEEKLY SCHEDULE

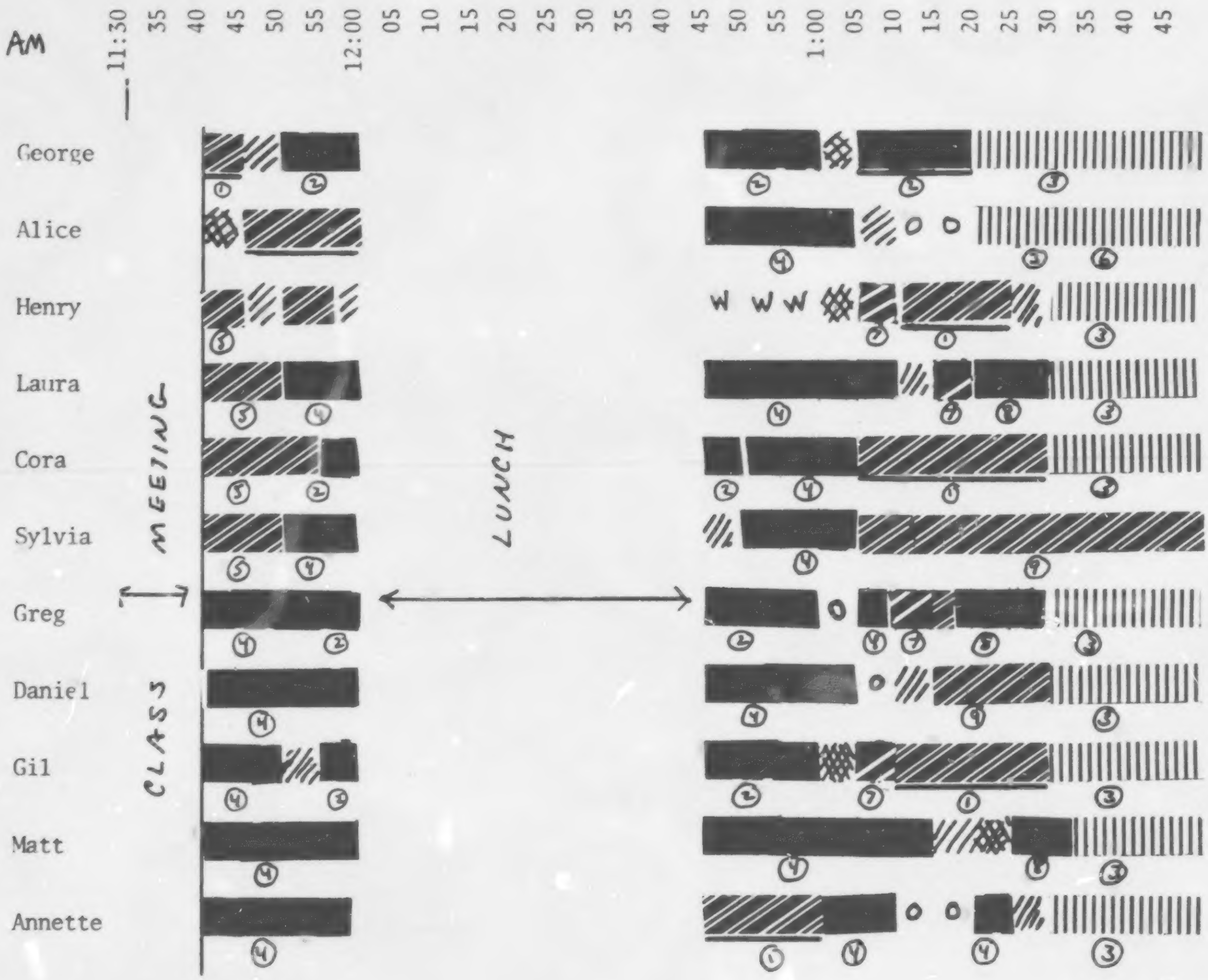
Adults helping in classroom: ( )

	Monday	Tuesday	Wednesday	Thursday	Friday
8 30	meeting	meeting	meeting (Elly)	meeting (2 mothers) (Jody)	meeting (Jody)
9 00	breakfast * science I + II art	breakfast gym	breakfast activities	breakfast activities	breakfast Library
9 30					activities
10 00	music		art I + II		snack
10 30	snack recess story	snack recess story	snack recess story	snack recess story	science I + II
11 00	language arts K	lang. arts K	lang. arts K	lang. arts K	recess lang. arts K
11 30	(chuck)	(Chuck LeRoi)	(Chuck)	(Chuck LeRoi)	
12 00	lunch + story	lunch + story	lunch story	lunch story	lunch story
12 30	math	math	math	math	math
1 00	activities	activities (with Classr. C)	activities in Classr. B	activities	activities
1 30					
2 00					
2 30					

Specialis

* for some chi

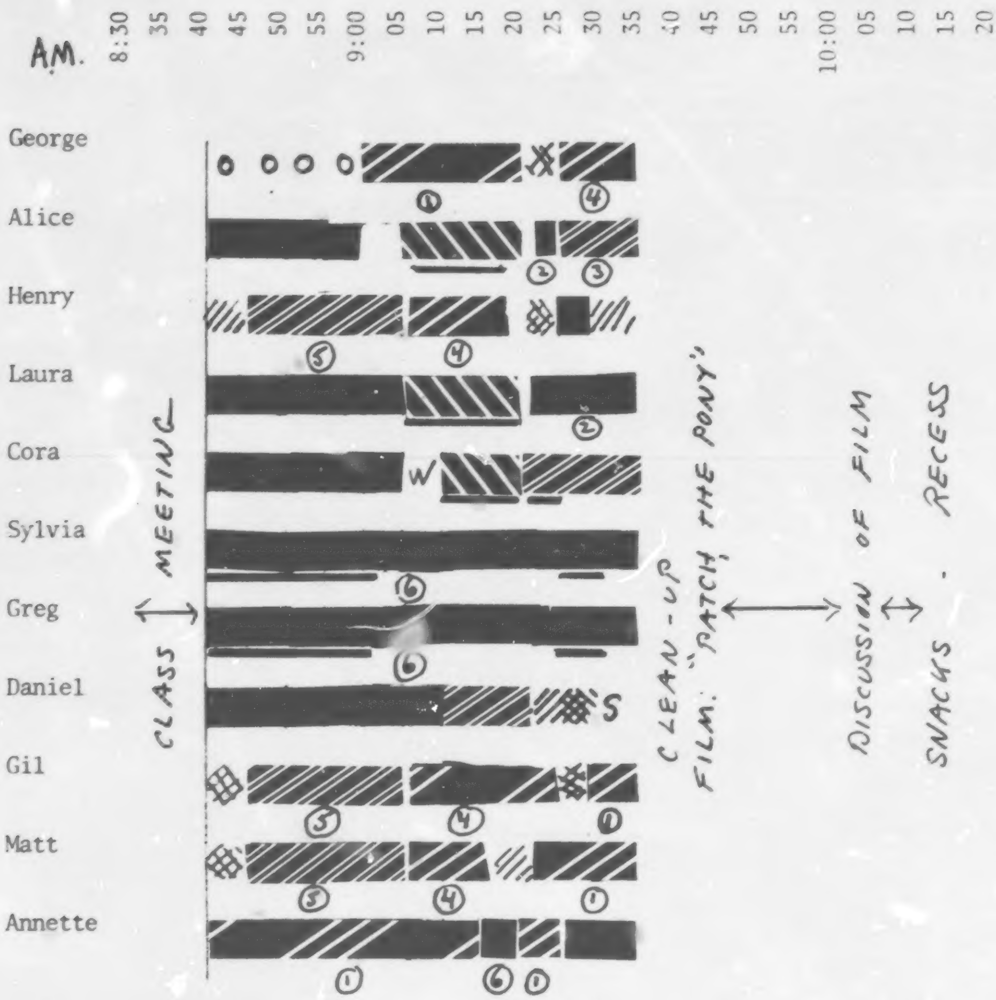
K kindergart children he



CLASSROOM A
4/10/75

NOTES

① reading aloud
② drawing
③ gerbils
④ making "jewelry"
⑤ writing
⑥ cleaning gerbil cage
⑦ playing with plastic dinosaurs
⑧ paper cutting
⑨ silent reading



CLASSROOM A
5/22/75

NOTES
① blocks
② parquet block set
③ with Cora
④ planning play, in coatroom
⑤ reading play aloud
⑥ sewing

STATEMENT BY TEACHER
Classroom A

Record-keeping
Anecdotal records in file card system
Folders for: math, reading and writing
Check lists: for language arts skills and math
Activities grid (check list) at times (child-kept)
Activities check list and journal comments, at times
Reports, cum folders and other required forms

Establishing and maintaining classroom tone
Expectations must be made clear.
Safe, non-violent atmosphere established; "If you say, often enough, that this is a place where there's no hitting allowed, that kind of thing is less likely to happen."
Support and positive feedback to children: praise, encouragement, physical contact; "Let them know you like them."
In groups: discussion of feelings; what to do when you become angry.
Teacher expressing his/her own feelings; sometimes shouting admitting bad moods.
Difficulty with specialists and substitutes; second graders, particularly, don't behave as well with them.

Basis for curriculum
Math: check list of skills
Informal assessment to find where they are
Grouping for new concepts
Workbooks: Encyclopedia Britannica
Other workbooks, selectively, for practice
Exploration of materials, then written work
Kindergarten: experience charts; oral, then written

Art: tempera painting right at beginning of year; easel, at first, for large motions; later on tables.
Cut & paste: sequences of activities involving tearing and later cutting
Collage: simple to more complex materials
No patterns or coloring sheets
Lots of drawing
Occasionally, copying

Reading: based on check list
Whatever approach works: Bank St., Mac & Tab, Ginn series, Modern Curriculum Press, etc.
I & II graders; write story daily (mandatory); keep personal dictionaries.
Kindergarten: dictate stories; word boxes
Kindergarten: Scholastic Individual program
Tries to get reading into classroom life as much as possible
Some grammar, informally

(cont.)

Social studies: picks up on children's interests
Units on interesting subjects: Kenya (Cambridge Resource Center)
Resources of school: Armenian culture with Berjig

Science: similar to social studies; some focus added by teacher to children's interests. Investigation, discovery encouraged.

Music: mainly listening

Drama & movement: ideas from Proposition workshops
Relaxation games, body awareness, sounds of words, etc.

Blocks & other construction materials: pictures of constructions in block area
Considered as important activity
Tinkertoys, Lego, Playpex, etc.

Personal

Experience: Toronto, Canada, 4 years
Goose Bay, Labrador, 1 year
Chelmsford, Massachusetts, 3 1/2 years
Cambridge Alternative Public School, 3 years

Courses and interests: innumerable education and related courses
M.A. at Lesley College

Miscellaneous

If had $50.00 to spend on classroom, would buy math lab materials.

Physical presence of teacher is important to classroom: substitutes can manage all right if they share same expectations; otherwise have difficulty.

Good relationship with parents

Concerns: discipline with older children, racial issues in school.

Curriculum Summary - Classroom A

Matchbox Units from Children's* Museum

The Zoo
The Farm
The City
Eskimo }
Nigerian } Homes
Fossils

__Units__ With Extensions to Other Curriculum Areas

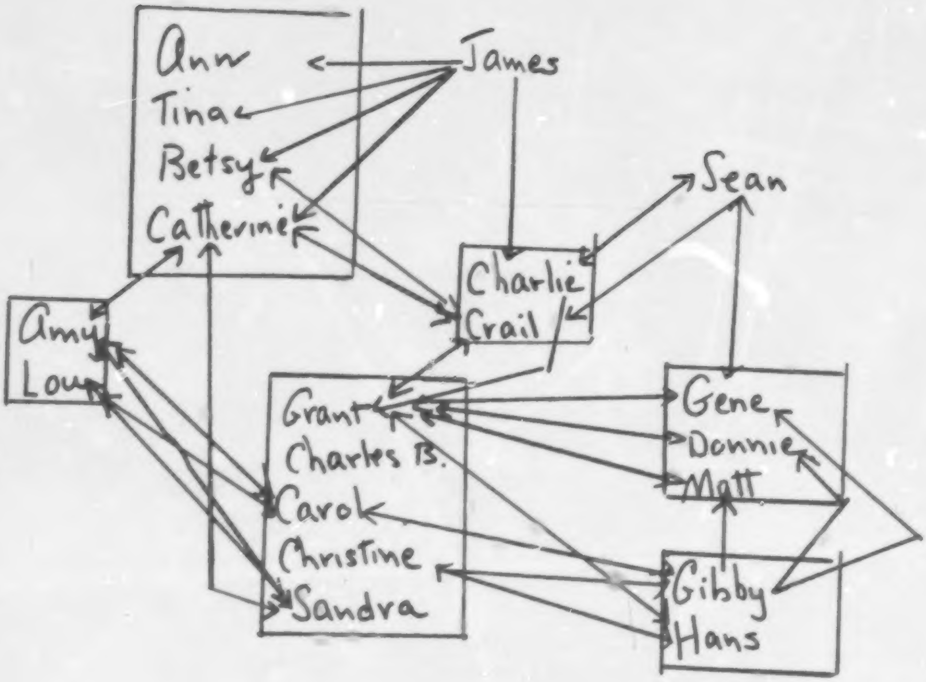
Ourselves
5 children - 5 families - Comparison
The Sea - Whales + Dolphins
Boats + Ships
Shells
Ecology
Armenian Culture

__Science__

Balances
Disecting frog - skeletons - human body
Magnets
Classification
Light and Shadows
Temperature
Planting
Animals
Setting up Aquarium
Tadpoles and Frogs
Batteries and bulbs
Simple chemical experiments
Nutrition - Group snacks for year - bought foods which had good food valu

SOCIOGRAM · CLASSROOM A

Boxed groups play and work together.
⟷ indicates mutual seeking.
⟶ indicates one person seeks the other most often.


Ann
Tina
Betsy
Catherine
James
Sean
Charlie
Crail
Amy
Lou
Grant
Charles B.
Carol
Christine
Sandra
Gene
Donnie
Matt
Gibby
Hans

CLASSROOM A:
Summary of Conference with Teacher 6/6/75

Context

Generally, an attractive, comfortable and happy environment for children.

Organization of space and materials: rhythm of day and program seems O.K.; not too many special subjects as interruptions. Lynne attends some of special subjects although less than earlier in the year. Program in afternoon not as varied as mornings, more academic: math and reading take place mainly after the kindergarten has left. Is this something of a loss for younger children? Science and music have little carry-over into classroom activities. Too many changes in music specialists. Room arrangement good; materials excellent.

Relationships: everyone apparently gets along well; good feeling. The K's keep pretty much to themselves, perhaps because of large gap in sophistication between them and 7-year-olds. Boys and girls tend to play separately, although they have out-of-school friendships that cross sex lines. Very little sex role stereotyping evident in activity choices. Interracial mixing good with relationships, roughly 4 to 3 ratio in favor of friendships between members of same race (see sociograms).

Classroom functioning and curriculum

Role of teacher dominant. Sometimes X on verge of overusing positive reinforcement.

Curriculum: mostly adult-derived; units imported from Children's Museum and other resource centers tend to "freeze" natural flow of curriculum in that they have to be ordered far ahead of time, shared among several classrooms. What are kids' interests: could be more connectedness, extensions and integration of curriculum.

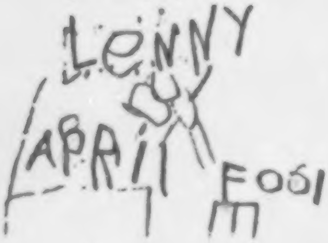
Individualization: some sense that content not adequately connected to lives and concerns of Black children; their attention more fragmented. Perhaps could listen to them more closely; see where they're at; encourage them to contribute to content of curriculum from their own lives, strength and knowledge.

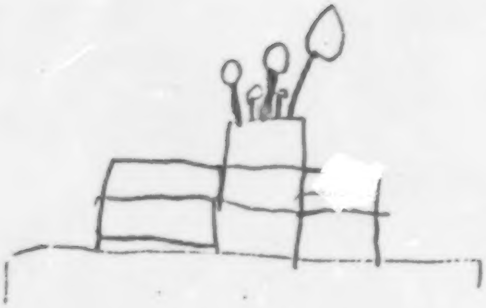
Evidence of learning

Reading not assessed below third grade; children in this class obviously learning well and eagerly, without pressure. Competition sometimes used for speading up math operations--what does this do to kids who perpetually lose out? Importance of visual cues for children in choosing activities: they're reminded of possibilities by what they see. Art and craft materials mostly visible although paint has to be gotten out, for practical reasons. Good variety of subject matter and of activities. X reads poetry to them, although children haven't written any this year. Music, science, writing, social studies all fine.

Behavior: although children carry on harmoniously and comfortably when X is present, have some difficulty with other adults. Perhaps haven't "internalized" code by which they function well in X's presence. What causes this and how can it be dealt with?

It is April Fool
it is Mi Brothehus
birthdAu


BAM
LeNNY
APRil
FOOl



Billy Jones - Use rods

$5+4=\boxed{9}$

$8+2=\boxed{10}$

$9+3=\boxed{12}$

$6+3=\boxed{9}$

$2+7=\boxed{9}$

$4+3=\boxed{7}$

$9+1+1=\boxed{11}$

$3+6+4=\boxed{Ɛ1}$

$8+2+0=\boxed{10}$

$1+3+5=\boxed{4}$

EVALUATION OF CLASSROOMS

I. Context

A. Organization of space and materials

10. *The physical arrangement of a classroom implies a certain pedagogy and reflects the style of the individual teacher much as a living room reflects the life style of the residents of the house.*
Brenda S. Engel

11. *Primitive materials such as sand, water, clay and wood attract young children and evoke concentation and in inventiveness. Children are also stimulated by natural or manufactured materials of many shapes, colors and textures. Their imagination seizes on particular facets of objects and leads them to invent as well as to create.* Plowden Report

In spite of the fact that the school building is old, difficult to maintain, and lacks many of the advantages of newer buildings, the classrooms have been arranged with energy, care, taste and imagination. Old, inadequate and outdated furniture is being gradually replaced by new furniture. Each room demonstrates a different character determined by the taste of the teacher, the ages, characters and activities of the children and the way it is kept. Although some rooms are more orderly than others, they all seem safe, comfortable and appropriate environments for children.

The materials and equipment in the rooms have also been added to recently and are more than adequate, although some kinds of supplies, essential to a program in open education, have run short: tempera paint, for example. There is a real need for an adequate budget to buy unstructured consumable supplies such as glue, paper, film, masking tape, cloth dye, yarn, etc. These supplies, along with natural and scrounged materials, are important. It would be useful if each teacher, or the principal, could have spending money on hand for spontaneous needs: if children become curious about Indian beadwork, it should be possible to purchase beads, at that time, without waiting for the usual delays of procurement.

(cont.)

There is a good balance, in general, of structured and/or commercial vs. unstructured and/or natural materials, although the selection begins to favor the structured and commercial more in the older grades.

B. Organization of time and subject matter

Time is generally scheduled throughout the school, partly because of the need to accommodate specialists and lunch people and partly to assure coverage of skills by reserving a particular time for each. The scheduling sometimes seems to cause more than desirable rigidity and work against a flexible and responsive curriculum. Although I recognize the need for a stable and consistent structure, I can also see an advantage in being able to waive the routine at times in favor of spontaneity. It's a loss, for instance, if a teacher has to interrupt an intense, involved, block building session in order to send the whole class to science. Some hard-and-fast scheduling is clearly necessary where many busy people are involved, but it should be minimal and always open to reassessment.

Specialists increase the complications of scheduling and often the children's natural rhythms and interests become sacrificed to the scheduling needs and plans of the specialists. Special teachers do have expertise and knowledge to contribute but their function, in an open education school, has rarely been well worked out. They

12. *The other problems that we face, however, is that as soon as we talk about self-directed learning this implies--correctly, I think--that we cannot lay out in advance a track that children are going to follow, because we don't yet know the things we will learn by observing them that will cause us to make decisions we haven't yet thought of. Therefore, there is an essential lack of predictability about what's going to happen in a good classroom, not because there is no control, but precisely because there is control, of the right kind; precisely because the teacher is basing his decisions on observations of the actual children in their actual situation, their actual problems, their actual interests and the accidental things that happen along the way that nobody can anticipate.*

David Hawkins.

13. *The intense interest shown by young children in the world about them, their powers of concentration on whatever is occupying their attention, or serving their immediate purposes, are apparent to both teachers and parents. Skills of reading and writing or the*

(cont.)

techniques used in art and craft can best be taught when the need for them is evident to children.
Plowden Report

are perhaps most helpful, in the early grades, when they work informally within the classrooms, extending activities and introducing new ideas and materials. In this way, they can add to "what's going" rather than interrupting it. I am aware, of course, that many specialists are unwilling to work in this way and that teachers often value the free time or reduced classroom population which the specialists make possible. At CAPS there seems to be little carry-over from the classrooms to the specialists and vice versa. The problem may, of course, solve itself because of increasingly stringent school budgets. The more general problem of schedules and scheduling may also become less difficult as the school ages and proves itself, earning the right to be more innovative in some areas. These are problems, however, for continuing awareness.

At times, there have been too many adults in a particular classroom: students, aides, teacher, volunteers and visitors; so many that the children appeared freakishly small in their own classroom. This is only an occasional problem but also bears watching.

C. Relationships

14. *The seventh assumption is that the general atmosphere of the school plays a prominent role in the quality of learning that goes on in the school.* Proposal for CAPS

Social integration varies in degree and kind at CAPS. Racial integration, on the whole, is successful, particularly in the two classes with Black teachers and one other primary class. (The two classes with Black teachers also have a 50% Black population, which may be a significant factor here.) One is not immediately aware of

15. *It is time to turn to the future. Henceforth the defendants are under "an affirmative obligation" to reverse the consequences of their unconstitutional conduct. Neutral conduct is no longer constitutionally sufficient.*
Judge W. Arthur Garrity Jr.

15a. *We conclude that in the field of public education the doctrine of "separate but equal" has no place. Separate educational facilities are inherently unequal. Therefore, we hold that the plaintiffs and others similarly situated for whom the actions have been brought are, by reason of the segregation complained of, deprived of the equal protection of the laws guaranteed by the Fourteenth Amendment.*
Chief Justice Earl Warren

self-segregation in the school and none of the classes is distinctly segregated. There are, however, frequent close friendships between children of the same race and similar background. The school has a racial composition of roughly one third Black. (The names of children characterized as "Black" have been underlined in the sociograms, Section Two.)

Friendship patterns also cut across age and grade lines, except a few scattered groups which keep fairly much to themselves. Only two classes (of younger children) could be said to contain groups which include both sexes.

Relationships of adults and children are outstanding at CAPS. Adults are warm, supportive and full of humor and good will. They are, without exception, honest and straightforward in their dealings with children, in spite of frustrations and occasional demonstrations of anger. There is no bullying, sarcasm or "putting down." Altogether, this seems an exceptional group of people in this crucially important area. There are other adults, of course, in the classrooms--aides, students, volunteers, visitors--but the basic tone of the relationships is set by the classroom teachers.

There is a good deal of friction among children, particularly among the older ones: arguments, destructive acts, fights, etc. These are usually handled firmly by the adults. The main strategies for avoiding conflicts are discussion, verbal expression of feelings and anticipating difficulties in advance.

(cont.)

II. Curriculum and Classroom Functioning

I'm going to take space here to outline a basic dilemma I see in the school which causes misunderstanding and conflict. I hope some clarification of the issues will lead to practical ideas for curriculum planning and to better parrent-school understanding.

An important question that we have to ask ourselves is: How have children in the past, here and elsewhere, been persuaded to learn in school? Essentially, I see two main reasons why we have been successful: (1) children's sense of the significance and urgency of the curriculum--relevance, in modern terms--in relation to their lives *at the time;* (2) the use of blackmail and/or force, (report cards and the birch rod).

16. *...I do remember, more than once, being led out of the room in the middle of a Latin sentence, receiving a beating and then going straight ahead with the same sentence, just like that. It is a mistake to think such methods do not work. They work very well for their special purpose. Indeed, I doubt whether classical education ever has been or can be successfully carried on without corporal punishment. The boys themselves believed in its efficacy.* George Orwell

We know through experience and research that children don't do something today because it will pay off twenty years hence. In the great days of the British Empire, children of the ruling class became classically educated because they were already conditioned, as children, to their social and political roles and lived among people who were similarly conditioned. (They were, of course, also whipped.) Something of the same could have been said about American Indian children within their own culture who learned elaborate rites, mythologies and laws of nature; of children in contemporary China who feel themselves part of a continuing revolution; of Eskimo children in Alaska who

17. *The children are given an education through daily life, games, or special education. In our lessons, we have language, arithmetic, music, drawing, physical education. We teach our children to love Mao, country, peasants, and that people all over the world are our friends. We teach them to say hello to each other, to be united, to be brave, and honest, and to make a habit of loving labor. According to their age, we ask them to do simple tasks of labor. In the middle and senior*

(cont.)

classes they learn to do simple cleaning and mopping. They wash their handkerchiefs and socks. They do gardening of vegetables.
Chang Poa-hsia

18. *...I observed a fifth grade science class were at the end of a superficial radio-broadcast lesson on trees the teacher told the children to go outside and bring in different leaves, flowers, and examples of medicinal plants. The children came back with all manner of stuff, and the teacher asked around the room as to to what each had. When it came to the plants with medicinal uses, the children knew just what to do with each, how to mix or cook it, how to use it in poulticing, etc., and whether it was good for stomach aches, headaches, sore throats, and so on.*
Eleanor Leacock

18a. *The second assumption is that the process of learning is as important as the content.* Proposal for CAPS

19. *Learning is the change that takes place as the result of experience, and this was our concern. We had to keep in mind as we planned these experiences that the child is a social being, that he has active urgent interests that need to be considered, and that school is a place where he lives instead of a place where he is preparing for the next school.*

20. *After supper she got out her book and learned me about Moses and the "bulrushers"; and I was in a sweat to find out all about him; but by and by she let it out that Moses had been dead a considerable long time; so then I didn't care no more about him; because I don't take no stock in dead people.*
Mark Twain

learn difficult physical and intellectual skills in the wilderness but become unteachable when organized and taught by white teachers in government schools

Where does this leave us in open education today and, particularly, at CAPS? We, along with most other schools, have given up forceful persuasion. Some of our school population comes from families not fully participant in the dominant culture or, for various reasons, alienated from it. What's more, as a nation we've we've betrayed our beliefs too many times to use them for support or comfort. The question, then, is how do we persuade the children in this school to learn. This is our dilemma; one which lies behind much of the conflict between parents' hopes and expectations and the school's difficulty in meeting these expectations. Many parents are concerned that their children learn more basic skills. Often, however, it is the children of these parents who are "turned off" learning. How can these children be made to learn the multiplication tables without being forced? We don't believe in force and have no ways of applying it. It adds up to the old truism, that you can't separate means and ends; that you can't, in this case, create a free, humane education environment and, at the same time, persuade children to learn grammar, French and math in traditional ways.

(cont.)

21. *But it is useless to bemoan the departure of the good old days of children's modesty, reverence, and implicit obedience, if we expect merely by bemoaning and by exhortation to bring them back. It is radical conditions which have changed and only an equally radical change in education suffices.*
John Dewey

22. *Abandon the notion of subject-matter as something fixed and ready-made in itself, outside the child's experience; cease thinking of the child's experience as also something hard and fast; see it as something fluent, embryonic, vital; and we realize that the child and the curriculum are simply two limits which define a single process. Just as two points define a straight line, so that present standpoint of the child and the facts and truths of studies define instruction. It is continuous reconstruction, moving from the child's present experience out into that represented by the organized bodies of truth that we call studies.*
John Dewey

A second school of research, which is dominant in Great Britain and apparently gaining ground in the United States, is associated with the names of Baldwin, Isaacs, Luria, Bruner, and in particular, Jean Piaget. This school is interested in discovering the ground plan of the growth of intellectual powers and the order in which they are acquired. One of its most important conclusions is that the great majority of primary school children can only learn efficiently from concrete situations, as lived or described. From these situations children acquire concepts in every field of the curriculum.
Plowden Report

There is also, of course, some disagreement among parents about expectations. On the whole, the families who are less secure economically demand more guarantees of traditional skills.

Although this is a genuine dilemma with no easy or complete solutions, I believe that the direction we should take is toward a rethinking of the curriculum. We should take advantage of children's innate curiosity about their natural and man-made environment and their involvement with their out-of-school lives. Clues have to be gathered by listening to and observing children. The staff needs to practice these observational skills with as much outside support as possible.

Much of what I've written here is already understood and acted on by the school, particularly in the lower grades. But we must constantly reinforce our belief that any subject worth teaching has a *demonstrable* connection with children's present lives and/or, for other reasons, has proved itself to be inherently interesting to children. Otherwise, it had better be abandoned (except as an option). I see no other reasonable alternatives.

(cont.)

A. What is offered

There has been a wide range of subject matter included in the curriculum of each of the classrooms: music, arts and crafts, science, social studies, math, reading and literature, writing, drama and movement, construction, cooking. All these have been part of the classroom programs exclusive of the special programs in art, science, gym, library, instruments, music and languages.

In addition to in-school activities, classes have taken frequent trips, particularly in the fall and spring, to museums and other educational institutions, to city places and country places; sometimes they have simply had group experiences: taking walks, riding on public transportation, camping. The trips seem to have been worthwhile, well prepared for in general and followed up by discussions and work in the classrooms. The teachers have paid attention to emotional as well as intellectual preparation.

24. *The map is not a substitute for a personal experience. The map does not take the place of an actual journey. The logically formulated material of a science or branch of learning, of a study, is no substitute for the having of individual experiences.*
John Dewey

25. *Learning is not confined to the classroom; there are a great many trips designed to extend the children's experience and to provide experiences that can be used as a base for both language and cognitive development. An unwritten rule provides that there must be two excursions within the barrios for every trip outside. This is a means of conveying interest in and respect for the children's own background (essential to developing a sense of worth), and also, hopefully, of involving parents, grandparents and other members of the adult community in school activities.*
Charles E. Silberman

(cont.)

B. Individualization

26. *We must provide for children those kinds of environments which elicit their interests and talents, and which deepen their engagement in practice and thought. An evironment of 'loving adults' who are themselves alienated from the world around them is an educational vacuum. Adults involved in the world of man and nature bring that world with them to children, bounded and made safe to be sure, but not thereby losing its richness and promise of novelty.* David Hawkins

27. *Where does all this get us to? We have seen that individual children grow at different speeds, that, though the stages of growth are the same for all, the age at which they are reached varies widely, and that the differences between them are the product of a very complex interaction, which begins at conception, between heredity and environment. It*

There is a good deal of care for the needs, interests and abilities of each child. Each child is considered as an individual by each staff member and children are not being seen or treated as a mass. They are not asked to conform or "shape up." Sometimes it seems, in fact, that emotional needs take precedence over intellectual ones rather than the two being considered interdependent. A child with behavior problems can often be helped through becoming involved in an activity.

Teachers can and do pick up clues to children's interests and build on them: teaching math, for instance, through baseball scores. But they should begin, also, to look for and recognize more powerful, prototypical themes: interest in one's own past, "small worlds", scary things, imaginary utopias, heroes, families and connections, how things work, etc. These can be expressed and investigated by children in many ways--through painting, poetry, drama, crafts, reading--and will strengthen their interest in their education.

Academic needs are being met better in the lower grades than in the upper ones. The older children are more difficult to teach for several reasons: they have had more traditional school experience before coming to CAPS (which means they had become accustomed to a different teaching style); some were transferred because of adjustment problems; they are bigger, noisier and more assertive; and the teachers, although experienced, don't have the advantage of having known each other well and worked

(cont.)

follows from this that we need the most flexible educational system that we can manage. All neat and tidy classifications are wrong. Age of entry, age of transfer, age of leaving, all expectations based on chronological age, classification by I.Q. or by examination, basic curricula, agreed syllabuses and all the rest are uneducational because they are based on an entirely obsolete view of growth.
John Blackie

together closely before this year.

Membership in groups (race, sex, class) is accepted and validated by adults and children in spite of some "keeping to themselves" and the usual "war between the sexes" in the upper grades. The adults in the schools are fine role models in this regard. Prejudices, although they undoubtedly exist to some degree, appear minimal and are honestly dealt with, on the whole, when brought to a level of awareness.

C. Involvement in subject matter

Deeper and more extended involvement in subject matter is a goal to be worked toward, at all grade levels. Some subjects, run through in two or three weeks, could easily provide material for a year's basic curriculum and it seems preferable to investigate fewer things in depth than to "cover" a broad area. In general, the curriculum summaries indicate too many, rather than too few, subjects of study. Arts and crafts closely tied to academic content can help extend and deepen subject matter.

28. *A 4-year-old who is told a story is not concerned with whether it is history, legend, myth, parable or fiction. He is concerned simply with [illegible] it is a good story or not. [illegible] 9-year-old who writes an [illegible] of an experiment in science [illegible] think: 'Now I am doing [illegible], now science and now mathematics,' although all three are involved.*
John Blackie

Integration of subject areas is unevenly achieved. The use of workbooks, school-wide, militates against integration (as well as creating child and teacher dependence on ideas from the outside). The danger here is, of course, making subject matter dry by removing it from meaningful context. Subjects can and should serve to enrich each other.

(cont.)

D. Child input

29. *My contention is that the process of education should imply a dynamic relationship between teacher, pupil and task out of which knowledge is reconstructed, for both teacher and pupil, in the light of a shared experience.* Michael Armstrong

There is relatively little evidence of child input into the curriculum. Children's ideas are far outnumbered by adult ideas. It is important, in a school like CAPS, that children begin to contribute actively to the curriculum and to self-evaluation, in order to take on a significant role in their own education.

E. Developmental issues

30. *We know that children are only able to do as much as their current developmental and experiential level allows them to do. No matter how hard a six-month-old baby works at walking, it is unlikely that he will be able to do so.* Barbara Blitz

On the whole, because they are sensitive to the children in their classes, teachers have a good intuitive understanding of what is appropriate to different stages of development. Although theoretical knowledge in this area is certainly desirable, it doesn't seem a priority at CAPS at this time. However, there should be a good collection of books on developmental issues and child psychology available for reference in the school's professional library.

(cont.)

III. Evidence of Learning

A. Informal assessments

31. *Developmental educators believe that reading, like all intellectual power, stems from the child's actions with objects, phenomena, and people in his environment. The student needs much to act upon, thus to symbolize in thought, then to talk about, and many opportunities to talk with children and with adults.* Kathleen Devaney

32. *A range of reading schemes is used: sight reading, phonics and so forth, whatever seems to work with a child....Increasingly in the better infant schools, there are no textbooks and no class readers, just books, in profusion.* Joseph Featherstone

33. *When mathematics loses contact with the world of things and with the events out of which it came, the subject becomes mysterious to most children. If they do not understand that we are discussing the way things happen as we manipulate objects, they must resort to rote memory.*
Math Workshop

I conducted two informal assessments of skills, on a spot check or sampling basis. In addition, the teachers estimated children's competence (compared to involvement) in eight areas.

1. Reading: this assessment, based primarily on the thinking of the Early Education Group (E.T.S., Princeton) and of Deborah Meier (principal of a New York mini public school) is designed to show "minimal reading competancy" (see Appendix A). I field-tested the method at Agassiz Public School and Cambridge Friends School and then tested 16 children from third grade up at CAPS (see Appendix B). Of these, 15 were categorized as "readers" and one as being "in the process of acquiring reading."

2. Math: I attempted to assess children's paperwork against understanding in the area of the decimal number system. Before formulating the test, I consulted staff members of E.D.C.'s Project 1 and looked at several math tests and texts. I could find nothing that answered my purpose and finally devised my own assessment (see Appendix C). The form of the assessment seems peculiarly suited to the general form of this evaluation, since it has proved to be at least as instructive as it is judgmental. The aim of the assessment came from concern that most children learn to manipulate symbols with little understanding of what they represent or how the symbol system operates. As a result, they dislike math, only do it through consent, and drop it as soon as they can.

(cont.)

34. *We all know that learning doesn't have any very close or intimate connection with adult logical organization. The order in which children come to understand such a logical pattern is not by following it from the beginning. They don't have it yet so they can't follow it. We all agree that there is some body of connected ideas and propositions that we can call mathematics. Nobody has ever written it all down but it's there; all the logical connections that exist among all the ideas in the area which we agree to call mathematics. There isn't any linear order among them. They're connected in a very complex sort of network and you can make your way through them along thousands of different paths, depending on your momentary readiness, your understanding, your fund of analogies and your interests. You can get into it in many different ways. The obvious thing from the point of view of teaching is to say, we want to find that way which is optimal for a particular child at a particular time.* David Hawkins

35. *"I, Thou and It"*
I want to talk about children's understanding in the context of a proper education, more specifically, of a good school. My topic, therefore, is the relationship between the teacher and the child and a third thing in the picture which has to be there and which completes the triangle of my title. David Hawkins

I tested 13 children and found an enormous range of understanding: from little or none to a junior high school level (see Appendix D). Clearly, with this spread, math has to be individualized, and (because so many children still need concrete experiences) taught on both a concrete and abstract level. Teachers and children need to develop methods of assessment which are connected to their needs--i.e., not standardized tests which test only symbol manipulation.

3. Teachers' informal assessments of children's involvement and competence (see Appendix F): there wasn't enough advance preparation or common understanding to make the results of this assessment valid or even worth presenting here. This was my fault.

B. Areas of evidence

Arts and crafts: there is evidence of good imaginative work in pencil and crayon drawing. Aside from this and a few other individual examples,

(cont.)

36. *Because the senses are so universal, so open to all kinds of impressions and so interwoven one with another, just because the mind is like an automatic telephone exchange with senses ringing up every second and asking to be connected in every direction--for that reason there is no simple answer to our question: What is art?* Herbert Read

37. *The beginnings of art for the very young are first of all the learning of muscular control in acquiring a new physical skill and then joyful discovery and wonder in what this skill makes possible to them. Next comes the use of this means to achieve a purpose utterly satisfying to the mind and heart when as narrator and audience of one a child can take out of himself and place in the external world for himself to see and direct the inner drama that is, for him, the meaning of a situation experienced and remembered or imagined. Little children do not distinguish as we do between an inner fantasy and an outer "reality."*

Miriam Lindstrom

38. *The arts are neglected because they are based on perception, and perception is disdained because it is not assumed to involve thought. In fact, educators and administrators cannot justify giving the arts an important position in the curriculum unless they understand that the arts are the most powerful means of strengthening the perceptual component without which productive thinking is impossible in any field of endeavor.*

Rudolf Arnheim

Art seems an area which has been somehow neglected in spite of a good deal of activity. It hasn't received enough full validation from adults--parents and staff--and seems to be regarded more a therapeutic outlet, a pleasant occupation or even a "free time activity" than as a serious, intellectual (although non-verbal) way of describing the world. Art and math seem to me the two areas in which one finds the greatest gap between practice and theory. The same criticism applies somewhat to crafts, a field that holds all kinds of possibilities for a school like CAPS. It is precisely the older children, with whom the school has many problems, who could benefit most from a really good crafts program. They could become competent, self-respecting artisans, with handcrafts integrally related to academic subjects. I don't think of art as a substitute for cognitive activities but as another alternative and one which seems particularly suitable for this school.

Dramatics and imaginative play are part of the school program in many forms: productions *(The Little Prince)*, play-acting, puppets, "small worlds" with toy animals and

(cont.)

39. *Among those who hear, beginning in their earliest days, the universal language of action is interwoven with the second language which is spoken. From reliance on the second language most of us have lost our ability to enact or to easily comprehend the first. But not all of us have lost it, and none beyond recovery. Marcel Marceau creates poetry for us with no words.* Frances Hawkins

40. *The aim of teaching science in a primary school is not really to lay the foundations of scientific knowledge, still less to offer elementary introductions to different sciences. It is to use the things that interest children--electric motors, pulleys, magnets, levers, magnifying glasses, lenses, model railways, pumps, pendulums, waterwheels, windmills, elastic, wire, string, telephones, meters, barometers, compasses, etc., etc.--as a means of education.* John Blackie

41. *In my own way, then, I agree with the present emphasis on a 'return to subject matter.' In the newer science curriculum developments, there has often been an emphasis on individual work, by children, that is laboratory-like in its style. This seems to me to be of great importance. It constitutes a delayed recognition that the subject matter of science is not, except in a derivative sense, to be found in books. The subject matter of 'the liquid state of matter' is the liquid state of matter, and we had better sometimes have some of it in the classroom.* David Hawkins

vehicles, etc. All the teachers seem aware of the possibilities in this kind of activity--for language, emotional outlet, imagination, even for math and science.

Science is evident throughout the school, although sometimes it is relegated to the specialist and seems "token" in the classrooms. Natural science is more popular than physical science: this might be due, in part, to teachers feeling more comfortable with it. There are many animals, plants and fish, all well cared for.

(cont.)

42. *Music, too, was basic to the program. The body has its natural rhythms responding to the rhythms of life around it, and these must be respected. The expression, "being in tune" describes a spiritual relationship, a sensitivity that aids perception.* Grace Rotzel

Music (along with movement and dance) is outstanding at CAPS. One is conscious of it everywhere: guitars, piano, record players, voices, tapes and radios. Teachers and children sing and dance together and more than half the staff play guitars. In at least one classroom, music could be said to be the main element in the curriculum.

Social studies is a peculiar term and a subject hard to define. Children and teachers at CAPS spend a good deal of time discussing themselves and others: relationships, feelings, values, different ways of being in the world. They also read and write about people, see films and TV, import museum kits and listen to records. Social studies could almost be said to form the fabric of the curriculum. It is a central and continuous subject in all eight classrooms and is generally dealt with clearly, honestly and courageously.

Foreign languages (French and Spanish) are the province of School Department Specialists, who have encountered flagging interest on the part of the children.

43. *But partly because it is easier to tell somebody than it is to truly lead him, partly because we assimilate English, by false analogy, to such subjects as history and science, we have misconstrued it and mistaught it. Although it is certainly the business of the English teacher to know as information the history and science of language and literature, it does not follow at all that he should teach these as contents to his elementary and secondary students.* James Moffett

Language arts/poetry/literature/writing constitute a strong area at CAPS. There is a good deal of reading aloud, talking about books, expanding language through discussion and experience. Children are required to write regularly (when they are able to) and are given opportunities for private reading (often a rare privilege in public school classrooms). There's a wide range of available reading matter in the classrooms (from comics and home-made books to children's classics) in addition to the collection in the library. Literature is

(cont.)

44. *Humans learn through experience. It is not possible to transmit our experiences to children, though we try. Formal education still consists largely of bombarding children with words rather than making experiences possible. We appear to assume that if words are used experience will be unnecessary. Without relevant experience words cannot serve as a short-cut to understanding. Language can present a danger if it is used to express an idea which is not yet rooted in experience. It is only when a child is well on the way to understanding something that he begins to formulate it in words and then words become meaningful and necessary.*

R. A. Illsley

valued and most of the teachers are "readers" in the deepest sense of the word.

Gym: a scheduled part of the curriculum. Not observed or evaluated.

Construction and block-building are taken seriously in the lower grades as educational tools--for developing language, math and science concepts, design and knowledge of structure; and for encouraging cooperative, non-competitive relationships. Some of the block structures have been impressively ambitious and well thought out.

C. Record-keeping

45. *The function, then, of recording--and in the instance of inquiries into the person, the functions of the preservation of records of the person's meaning (such as writing or drawing)--is to intensify the inquirer's participation in the observed event, and thereby to inform his thought and meaning in two ways. First, within the moment of observing, recording provides a second level of engagement of the observer's body in the event through his hand's graphic representation of the event. And second, recording or the preservation of the person's own records of meaning (drawings, writing, etc.) captures the event for the observer's reflection upon it through time.*

Patricia Carini

Methods and quantity have been left pretty much to the teachers, with uneven results. I suggest that school-wide guidelines be established and that records and work folders "travel" with the children from the time they enter CAPS to the time they graduate. This is important if we are committed to keeping track of progress (instead of periodic testing). The children themselves should be party to records and assist with their maintenance after the primary grades.

We tend to offer school children only an image of a long uphill road ahead. We almost never, systematically and intentionally, give them a view in the other direction: of the road already traveled; how much they've done and learned. If we want children to undertake some of the responsibility for their own education, I suggest that we should share the larger image with them.

(cont.)

Appendix A

PLAN FOR ASSESSING MINIMAL READING COMPETENCY

This plan has been devised primarily as a way of assessing the reading ability of individual children and, cumulatively, of groups of children. It may also be useful in assisting a teacher to determine whether or not a child has passed the stage of acquiring basic reading skills and is ready for extended experience in reading for pleasure and information. It should therefore be administered to children who presumably can, or are expected to be able to, read; in other words, probably above second grade level. It is assumed that if the child can "read" as the word is defined below, he need not be bound to a sequential or time-determined pattern of reading. While the assessment determines which children are capable of an adventurous and varied reading experience, it also discovers those children who are not yet able to take this step in reading growth. The children given the assessment will, in fact, fall into three broad groups: those who can "read" (R); those who are still in the process of acquiring reading (A); those who are non-readers (N).

Reading is defined here as the ability to get meaning from a printed text. In order to distinguish, however, between reading in this rather narrow sense and larger questions of vocabulary, general knowledge, culture, test sophistication and so on, we are further defining reading as the ability to read one's own spoken language. Reading vocabulary and spoken vocabulary should be roughly equivalent, with reading vocabulary serving to augment spoken vocabulary. The texts used for the assessment will therefore consist of stories written or dictated by the child's peers.

Assessment procedure

Choose a child-written text with the following characteristics:

1. Not more than four pages with a maximum of 25 words per page, or about 100 words long.
2. Typewritten with primary-sized type.
3. Varied vocabulary.
4. Some repetition of longer words (5 to 8 or 9 letters).
5. Tells a story; of intrinsic interest for children.
6. Some illustrations (optional).

(cont.)

Have a tape recorder (if one is easily available) and a widely-spaced, dittoed copy of the text to be read.

Arrange a one-to-one interview with child, in a quiet place. Bring tape recorder. Explain to child purpose of interview, use of tape recorder; also, that reading assessment is not aimed at just him but is meant to assess reading in the class or school. Give him text to read to himself first, while interviewer goes off, does something else for a few minutes. Return when child seems ready. Turn on recorder. Ask child to tell the story he has just read, in his own words:

1. "Tell me what the story was about."
2. "Can you read it out loud to me now?" (probe for phonics, other ways of recognizing words).
3. "Can you add any more to the story now than when you first told it to me?"

For those who have difficulty with 1. and/or 2., add or substitute:

4. "Let me read it out loud to you." Read it and then ask child again what it was about. See if he can now read it out loud.

Ask if child knows meaning of any difficult words; discount these, in assessment, if child doesn't know them.

Categories or groups

R: Can read text silently and tell story adequately (i.e., convey the gist although may miss or forget some details).

and/or

Can read text aloud with fluency; he may miss several words if he makes adequate substitutions, such as: "something" for an unreadable (to child) noun; or "fast" for "quickly," etc.

The children in this group could be subdivided or further described as a result of the assessment, but this would serve no useful purpose because it is our belief that reading is, for most children, an intrinsically pleasurable and interesting activity which, once adequately mastered by the child, should be used and enjoyed, not taught as a separate subject. The skills children in this group need to acquire are those of organizing and utilizing what they read and are not part of our concern here.

(cont.)

N: Says he can't read text silently to himself

or

Reads it to himself but is unable to convey gist of story,

and

Unable to read aloud more than a few words, such as "a," "the," and three or four sight words; no attempt to use phonics.

or

Says he can't read text aloud at all

or

Refuses to try to read text either orally or silently (in conjunction with teacher's assessment of child as non-reader).

A: These are the children who are still in the process of acquiring reading skills. They are on the way to becoming readers. This group will be described in more detail (although not rated) by means of a checklist (see below) made up of non-exclusive descriptive sentences.

1. Could retell story after oral reading, even if some help was required, without referring to text.
2. Could figure out some words through a consistent approach, i.e., use of phonics, use of context for reasonable guess, use of initial sound for reasonable guess.
3. Acquired sight words in course of reading text.
4. Responded to story, i.e., laughed, commented, asked questions.
5. Persisted in reading and tackling difficult words without depending on constant encouragement.
6. Read with expression.
7. Concentrated well.
8. Modulated voice according to punctuation and meaning.
9. Demonstrated fluency in oral reading.
10. Reading, whether exact or not, made sense.

Appendix A (cont.)

Name of child____________

SAMPLE TEXT AND ASSESSMENT

Grade_____________

Once there was a magic rabbit. A magician tried to pull the rabbit out of his hat and the rabbit turned the magician into a frog.

The rabbit would turn everybody who tried to catch him into a frog. A baby boy tried to catch him and the rabbit turned him into a baby frog.

It was rabbit season. A man tried to shoot him and the rabbit turned him into a ten inch frog.

The rabbit was walking. A German shepherd tried to eat him and the rabbit turned him into a three foot frog. The three foot frog ate the magic rabbit. The End

Could retell story after oral reading, even if some help was required, without referring to text.	
Could figure out some words through a consistent approach, i.e., use of phonics, use of context for reasonable guess, use of initial sound for reasonable guess.	
Acquired sight words in course of reading text.	
Responded to story, i.e., laughed, commented, asked questions.	
Persisted in reading and tackling difficult words without depending on constant encouragement.	
Read with expression	
Concentrated well.	
Modulated voice according to punctuation and meaning.	
Demonstrated fluency in oral reading	
Reading, whether exact or not, made sense.	

How to fill in boxes:
1. Agree with sentence as applied to child.
2. Sentence describes child to a certain degree or some of the time.
3. Sentence does not describe child as reader.

KEY

reading/language arts	▨
games	▧
math	▮▮■▮
dramatic play/construction	▨
science	▥
art/crafts	■
with teacher	—
out of room/our of sight	o o o o
observing/watching	w w w w
unconcentrated/random	//////////
with conversation	▩
eating snack	s s s s

APPENDIX F

KEY

Reading/language arts	
Games	
Math	
Dramatic play/construction	
Science	
Art/crafts	
with classroom teacher	═══════
with other adults	───────
out of room/out of sight	0 0 0 0 0 0
observing/watching	WWWWWW
unconcentrated/random	/////////
accompanied by conversation	XXXXXX
eating/ snack	SSSSSS

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COMMENTS

Form

Although the double-column form makes for some difficulties in reading, I have not been able to devise a better way of closely relating comment to theory and I now think that perhaps the enforced difficulty of reading is even somewhat advantageous: by breaking up the flow of the prose, one is given more time to think, to compare theory to practice.

Evaluation of classrooms

The evaluation of individual classrooms represents a cooperative effort between the evaluator and teacher: after the observations and collection of data were completed, I sat down with each teacher to discuss what I had seen and my reactions to it. The teacher added his own questions, doubts, ideas, enthusiasms, etc., and we both made suggestions for changes. The evaluation itself consists simply of the notes on this conversation, which appear at the end of each classroom section. It is not further formalized (except as it is included in the general evaluation of the program).

Use

The report was taken seriously by the principal and staff of the school, all of whom read it. Over the summer, the principal wrote a letter to each teacher commenting on the report as it pertained to that particular classroom, and there were several staff meetings at which it was the primary subject of discussion. In addition, a two-page summary of the report was made by a parent and mailed to all the parents of children in the school.

It is hard to assess the literal impact of the evaluation, what changes it actually caused. Certainly there was a change in awareness, partly through the assessment process itself (as pointed out in the Introduction). One example of a specific result which can be pointed to was the decision to reorganize the math program and the paid assignment of one staff member to work on math lab techniques for a month during the summer.

Note

I have omitted Appendix C, the math test, since it is almost identical to the one described in the first section of the oral test in the previous chapter.

3

Evaluating the Program/the Institution

A. *The Program:* a brief evaluative report, reproduced in its entirety, on a state-funded program for staff development. Included are:

Background and description
Documentation
Evaluation
Recommendations

B. *The Institution:* selections from the documentation of a school over a period of one year. Some of the pages from this report have already been reproduced in the *Handbook*--the Table of Contents, for instance, which is reprinted here in order to give a sense of the general form of the documentation. In addition, I'm including three sections from Part III of the documentation to illustrate the method used, and a list of documents quoted to give some idea of the main sources:

Table of Contents
Parents' differing views on education
Adults in the classroom
Parent participation
List of documents quoted

A. EVALUATIVE REPORT ON STAFF DEVELOPMENT PROGRAM

I. BACKGROUND AND DESCRIPTION

The position of staff developer was funded by Magnet Schools in response to a proposal made by the Alternative Public School. Two people were hired by the School in the fall of 1975, to share the jobs of Staff Developer and Resource Room teacher.

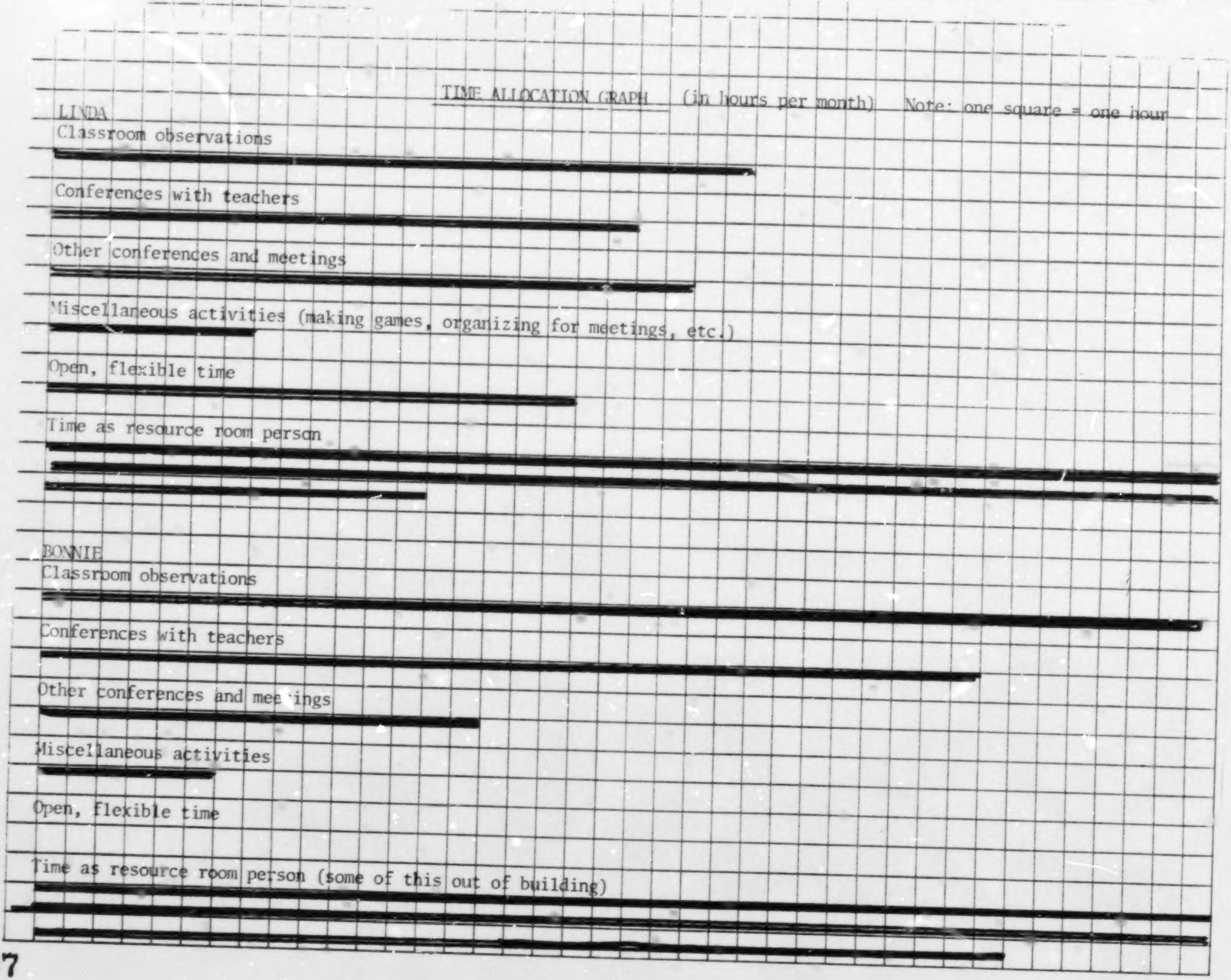
Excerpt from the Proposal

We further propose to hire a full-time Staff Developer for the 1975-76 school year. This person will help teachers develop materials in all areas for our nine open classrooms, implement these materials, develop weekly workshops. In other words, the Staff Developer will bear a major responsibility for maximizing the learning and teaching potential in the school. Where appropriate, the workshops will be opened to other teachers and staff in Cambridge.

Excerpt from the Cambridge School Department Notice of Vacancy

Observing in each classroom on a regular basis, helping each teacher on a one-to-one basis improve in all areas of classroom activities (i.e. physical arrangement of classroom, choice of materials, teaching in all academic areas, all social-emotional-affective areas) and to develop school-wide workshops in all affective and cognitive areas. The Staff Developer will meet with the teaching aides on the same basis as the classroom teachers. In addition, the Staff Developer will work with the Personnel Committee in the school in its process of observing all personnel in the school.

II. DOCUMENTATION



TIME ALLOCATION GRAPH (in hours per month) Note: one square = one hour

BONNIE'S SCHEDULE Note: observation times are flexible and are sometimes used for other things. Free slots are used to meet spontaneous needs.

Monday	Tuesday	Wednesday	Thursday	Friday
8:30 work w/ child in Joanie's classroom ↓ 9 9:15 Tutoring	observation or other ↓	work w/ child in Joanie's classroom ↓	8:45 meeting w/ school psychologist and guidance counselor	work w/ child in Joanie's classroom ↓
9:30 10 Tutoring	↓	Tutoring ↓	9:45 meet w/ Leo ↓	observation or other ↓ meet w/ Jeanne
10:30 Tutoring 11 meet w/ Ben	Tutoring ↓ observation or other	Tutoring ↓ observation or other.	observation or other ↓	10:45 meet w/ Toby observation or other
11:30 meet w/ art teachers when possible ↓ 12	Tutoring ↓	Tutoring ↓	Tutoring ↓	Tutoring ↓
12:30 meet w/ Toby, Alison, Adam about math ↓ 1	work w/ math group in Toby's classroom 1:15 meet w/ Judy	observation or other ↓	Tutoring ↓	observation or other ↓
1:30 Tutoring kids from Longfellow, Morse, Fletcher ↓ 2	Tutoring kids from Longfellow, Morse, Fletcher ↓	Tutoring kids from Longfellow, Morse, Fletcher ↓	Tutoring ↓	Tutoring ↓
2:30 Game making w/ Joyce Davis	committee meetings when necessary	Staff Meeting ↓	meet w/ Joanie ↓	

Linda's Schedule

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
3:30	Observation Time (Nini, Judy, or Lynne)	Observation Time (Judy or Michael)	Math in Judy's Rm	Meet with Psychologist + School Adj. Counselor	Observation (Lynne)
	Meet with Michael				
1:30	Tutoring		Tutoring	Tutoring	Tutoring
		Tutoring		Tutoring	
0:30	Meet with Dan		Observation Time (Nini or Dan)	Observation (Nini)	
	Meet with Len	Tutoring	Tutoring	Tutoring	
1:30					Tutoring
	LUNCH				Meet with Manuel
2:30		Tutoring		Tutoring	Meet With Berjie
	Math with Group in Dan's Rm.	Meet With Judy	tutoring	Math with 3 kids in Dan's Rm	
:30			Meet With Lynne		
	Meet with Alice		Organize for Staff Mtg		
:30	Game-Making with Joyce Meeting With Nini	Occasional Committee Meetings (eg: freedom + responsibility group)	STAFF MTG		

— SEE ATTACHED NOTE —

(Free slots are used for spontaneous needs)

STAFF OPINIONS ABOUT DEVELOPMENT TEAM

About Bonnie:

She has concrete ways of dealing with behavior and providing feedback. Things that really worked. Gave support, ideas, in ways that didn't make me feel she knew more than I did, that made me less confident.

Worked with her in relation to assistants. Also with some personal problems of my own. Encouraged me to ask other teachers for ideas and materials without feeling it an admission of inability.

Specific suggestions that have really worked. Can take them and adapt them to my own style. She thinks about individual styles---in our conferences, we often go out and get a snack. It's more difficult in school, gives us a chance to develop our own friendship. Worried that paperwork and demands from 1700 will exhaust her energy.

"Very pleased." She came in one Sunday and we worked for four hours on the room. She had ideas, helped get materials and supplies. Has ideas of games and other things---to help in weak areas.

In regard to reducing tensions within staff, too early to say. I don't feel tensions much; we're able to deal with them on this floor pretty well among ourselves. She's a person I like a lot---I like the way she deals with kids, with people in general. She sat in with parents during conferences and offered help with a lot of things. When she does an observation in my room, I get feedback the same day.

"I don't think I could have made it through the year without her. She's totally there."

About Linda:

She's been a personal support, always available. If she doesn't have time, she makes time. Supportive, conscientious about feedback: she leaves me notes, we talk. She's a good observer and helps clarify my thinking. Brings in new things she's observed. "She's just such a nice person to begin with."

In regard to the curriculum, she always has a thought, knows of some materials, is tuned into developmental stages and knows what kids need. Brought in a person to make games and she stays around then, too.

Has been helpful in preparing, organizing subject matter for large staff meetings. Her manner encourages people to get things out while still pushing to move toward solutions.

During a recent staff difficulty between a teacher and the Personnel Committee, she was very supportive of all parties. Maintained her position as staff developer, teacher advocate; kept this clear.

She works hard; focuses on what's happening at the moment. One time, at general low point in the middle of the winter, she brought apples and cookies to staff meeting.

She comes to class each week; have conferences usually once a week in addition to informal exchanges. I get good feedback, positive suggestions. She has never been destructive. Has a warm way of relating to people. Is helpful with particular children and/or with special skills area. She works one-to-one with certain kids who need help.

They've done a lot of thinking about freedom and responsibility; deals also with adult needs, passes information around; gets staff together to observe in each other's rooms. I've gone to four. Among teachers of older kids, question of responsibility has come up, caused staff dissension. Kids need help setting their own limits. Has helped here too.

About both Bonnie and Linda

By the Staff: If they weren't here, I wouldn't be here. There were a lot of problems for me last year as an aide; I felt in a corner; confided in teachers but they were tied up too, withdrew.

I have problems in regard to responsibility and teachers' expectations. Dynamics of classroom. Frustrated at not being able to implement my ideas. B. and L. warm and responsive. I feel I can get out my own ideas. They give me support for my own perceptions. They are more than just an asset to the school, both of them. I need to feel I have access to them---not necessarily scheduled, but that they are available.

As resource people for specific curriculum problems they're really fantastic. When they help the classroom teachers, the teachers don't feel threatened. They provide a link among members of the staff.

"I feel very strongly about them. I've felt very supported and learned strategies of dealing with people. I've learned a lot as an individual."

By the Principal: I'm feeling very positively about them: the amount of work they do, their clear thinking about processes, organizing discussions, dealing with the math curriculum, providing resources to individual teachers. We meet once a week and for me, personally, they've filled in a gap. It's difficult for me to get into classrooms---I've failed in scheduling this in---and they've helped fantastically. This should really be a principal's job, staff development. But I don't really have the time or special skills and knowledge.

As to the possible ambiguity of their role, I feel that they've worked out a relationship with the staff so that this isn't a problem. Most of the critical things about teachers I already know so they're more confirming than information-giving. I know about the classrooms from my own visits and from other members of the staff. Only one problem has come to my attention through Linda and Bonnie. The staff knows that Bonnie and Linda talk with me regularly.

In one instance I had to encourage Linda to be more aggressive in talking to one of the teachers. In general, I think the success of the staff development program is due in large part to the personalities of the two staff developers. I think hiring them was one of the best things we've done here.

NOTES ON INTERVIEW WITH BONNIE ROTTIER

Responsibilities

1. Improve relations among staff: sort out concerns.

2. Focus on overall goals of staff, such as math---both with individuals and with staff as a whole.

3. Support individual teachers with: immediate stress of a child, with class learning, organization of space, etc. Contribute energy and time, participate in actual arrangements.

4. Personal concerns of teachers: difficult to separate role as professional in school and as complete person, sometimes. Hard not to get over-committed---figure out satisfactory balance. Try to relate as an equal, otherwise not much happens.

5. Occasional last-minute substituting; enjoy this but not enough time for it, mostly.

6. Liaison between Len and staff: meeting once a week. Difficulty of role conflict: as facilitator of change and, at same time, teacher support person. Would feel bettor if could have another open discussion with the whole staff on this subject, feel more satisfied that people understand this conflict. Doesn't create a problem, generally, only really uncomfortable at times. But there is a potential for difficulty.

7. Space: responsibility to arrange third floor room, to be useful and attractive.

Comments on aspects of role

1. Techniques as classroom observer:

   General survey of room, recorded anecdotally. Use paper divided with vertical line: description in right column, comments in left.

   Watching particular activity: to see what real learning is going on.

   Particular child or group: try to keep continuity of concerns in mind; also focus of teacher---what he/she is interested in particularly, at times.

2. Conferences: usually talk about observation with teacher within the week. Meet every week and observe every one-to-two weeks. Talk about subjects from shared agenda.

3. As mediator: some people cling to image of "professional" longer than others. Have to be careful to avoid alliances within staff.

4. As problem-solver: approach depends on who identifies problem, to a certain extent. With teachers, try to get at, identify where they are, how things seem to be, how they would like to see things changed. Then, together, can brainstorm means. Different people respond differently. Some have higher initial resistance to new ideas and change; changes are made gradually as ideas "percolate." Try to separate issue and person: sort out things that person can control and things they can't. Counteract idea that have to solve it all or not at all.

Feelings

Feel differently than at beginning. In this kind of work, gratification is felt more gradually than when working directly with kids. Feel good about being able to help people, support them, provide tools, ideas; learning things constantly. Aside from learning techniques, etc. have learned more about what kinds of expectations to make of self; were originally more related to preconceived ideas rather than to reality. Now more lenient with self, accept limitations and find new strength. One of major rewards of job is seeing such fine teaching going on.

NOTES ON INTERVIEW WITH LINDA BAKER

Planned and/or scheduled responsibilities

1. Teachers, individually: observe in classrooms; talk with teachers about observations, about teacher's concerns, L's concerns. Have changed from regarding role as primarily critical to a freer sense of being able to be both critical and appreciative. Will focus observations on subjects of concern to teacher, to L. or to school as a whole (like math). Feedback as soon as possible. Approach different for each teacher; usually begin conferences by asking their concerns.

2. Liaison among teachers: communicating things that are going on which might be of interest.

3. Materials: responsibility for dissemination of resource materials. Collect books and 3-D materials with focus particularly on math. No set budget for program, request funds from Len for particular purposes.

4. Kids: ideas for extensions of curriculum, where kids can go academically. Concern with social relations, individual problems of kids.

5. Parents: not much contact except through role in Resource Room or through Personnel Committee.

6. Liaison between Len and staff.

Unplanned and/or informal responsibilities

1. Responsibility for staff meeting agendas: tensions among members of staff. Dealing with these problem areas when there's sufficient general energy; aim not to let issues "go" but yet not to be pushy. Staff often too tired to take on these issues.

2. Some people come with individual problems, sources of tension.

3. Work on third floor room: space shared with Outreach Program.

4. Spontaneous ideas, like planning for woman who comes in and makes games with teachers.

Feelings

A lot more joy recently. At first, anxious about whether "doing anything useful." Lately able to relax more; teachers showing appreciation. Feeling better and better. Upset that schedule getting so tight that spontaneous, ad hoc, meetings are sometimes difficult. At the same time, full schedule increases feelings of security in the job. First school job in which can feel wholly oneself; this helps to keep job alive.

FRAGMENTS OF CONFERENCE (indicating general tone, range of subjects covered rather than content) April 5, 1976

9:15 Linda observing in Judy's room: sitting quietly near windows, on child's chair, taking notes, watching. Other adults in room: Judy, Merle, Berjie, BSE and a visitor; thirteen children. Activities: imaginative play with animals on rug (four children), sand table (1), making doll house (1), paperwork at table (4), math worksheet (2), "chip-trading" with Dienes blocks (1).

CONFERENCE: Judy, Meryl (student teacher) with Linda and Bonnie (later same day)

L. - Did you have things you want to talk about?
J. - Yes, The two observations made. Also, the relationship between E., M. and the others in that group. E. showing silly, disruptive behavior. Does small inappropriate things. . . . . .

******

L. - I like the way this morning went, the way they chose activities.

******

J. - L. was going around with a gang of kids at recess time. . . . . I hate to say it but I really like to see that she knows now that she can do something bad and still be loved. . . . .

******

J. - I'd like to do some math outside. . . . .think of activities we could do; brainstorm ideas. Maybe some could be passed on to other people on the staff. . . . .
L. - What a great idea. . . . .

******

J. - We've been doing personal time lines. . . . .some of the parents don't take time to really sit down with kids and talk about it.
L. - Maybe you and Berjie (assistant) could sit down with some kids.
J. - I feel some anxiety about the potential here for increasing racism. Will it really work? It could be interesting: when do kids learn to ride a bike, etc. Might help with sharing.
L. - The kids can get photos.
J. - They've done time books (shows some).
B. - The time machine was a success. How about showing it in the library?
J. - It would have been better right after they made it; kids are so much into process.
L. - "Adventures in the Future" by D. He's doing an incredible job.

B. - A few questions about M. E. has made it clear he doesn't want him in the group. M. is making an effort to pull himself away, but it's painful. In some ways, I would say E. is one of the most vulnerable children in that group. He was a leader, but something in his life must have changed. His mother used to spend a lot of time in school, doesn't any more. He's become grasping.

******

J. - I sometimes become disheartened when writing reports. Some kids not receiving adequate attention--some kids who aren't really in desperate need.

B. - We're just now beginning to focus on these. But you shouldn't feel guilty. You paid attention to what was necessary at that time. You did what you could.

L. - I overheard an interesting conversation about a horse which I wrote down. (reads it).

J. - When she's playing with horses, she's really in connection; usually she's so shy.

******

J. - I'm not sure that I want a 2-3-4 combination next year.

******

L. - I picked up some frustration on your part during the meeting. How about a different arrangement?

J. - I feel more in control the way it is. Friday afternoons I have a circle. I always feel more impatient when someone is watching. How do other people work signing up for activities?

B. - You can have kids sign up on a sheet with limited numbers for each activity.

J. - That would make it more rigid. . . . .(more discussion on this subject)

******

J. - L's really into drawing.

******

L. - He wrote "I used to be a coward but now I'm strong" in a composition.

KINDS OF RECORDS KEPT BY THE STAFF DEVELOPMENT

1. Notes on observations: descriptive detail; comments.
2. Notes on conferences with teachers: following observations; includes agenda items for subsequent conferences, request for help in the form of curriculum materials, ideas.
3. Occasional written report: to teacher, following observation; includes recommendations (usually at Len's request).

BOOKS AND REFERENCE MATERIALS IN OFFICE OF STAFF DEVELOPMENT TEAM

Science: about a dozen books on natural and physical science (including the MacDonald 5/13 series).

Catalogues: an assortment of about a dozen.

Pedagogy: a scattering of books; *The Open Classroom*, Herbert Kohl and a half a dozen others.

Reading and Language: three or four series, teachers' guides to programs, etc.

Math: *Modern School Mathematics*, *Mathematics for Schools*, Nuffield series; a few general works on math.

Affective Education: two volumes of mimeographed programs.

Topics of concern — to be discussed, dealt with by the staff

Possible Formats:

1. whole staff as a large group.
2. staff divided into small support groups.
3. self-selected group - all those interested in a particular topic (i.e. those interested in finding ways to get and give feedback)
4. Team meetings (classroom teachers, aides, student teachers working with particular grade level span, i.e. K-2, 3-5)
5. Other categories (i.e. all people who work with one child, or all children in one class, all aides, all student teachers, all specialists)

priority number	Topic	Suggested Format
3	· feedback	2 or 3
5	· use of the library	1 or 2
2	· role of the aides, student teacher and volunteers in the classroom	2 or 3
1	· freedom and responsibity on the part of children - discipline	2
6	· scheduling and use of specialists	2 or 3

Priority number	Topic	Suggested Format
4	Curriculum: academic expectations of staff and parents	
7 tie	Racism – needs of minority children Sexism – role models	
8	staff reaction to stated concerns of parents	
9	Len's role Where C.A.P.S is going as an institution: responsiveness to community, roles and needs of adults in the school, how we should present ourselves	
	Lunch Program social studies program Field Trips Planning for next year staff guidelines (expectations)	

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EXPERIENCE

School Consultation and Community Mental Health 1974-1975

Regional Early Childhood Education and Resource Center, Ashland.
School consultation with public school teachers.
Writing, editing curriculum materials for child-centered classrooms.
Coordination of resource materials.
Article on special needs children in classrooms.

School Consultation and Training Program, McLean Hospital, Belmont.
Consultant with community outreach program at Boston State Hospital to Boston public school teachers. Focus on special needs children.
Seminars on special needs children, 766, community outreach. institutional change, child development, and school consultation.
Tutor for special needs children.

Led workshops on classroom management, affective education, math materials.

Residential Treatment 1971-1973

Walker School for Children, Needham.
Child care work; family work; play therapy; tutoring; foster parent placement.

Classroom Teaching 1968-1971, 1973-1974

Hartwell School, Lincoln.
Classroom teacher in nongraded elementary school.
Release time for developing resources on special needs children. Focus on classroom integration of these children.

The Compass School, Lesley College, Cambridge.
Teacher in classroom for disturbed preschoolers.

El Rancho School, Goleta, California.
Classroom teacher in nongraded elementary school.

EDUCATION

College

Brandeis University, Waltham.
B.A. in Sociology. 1968
Massachusetts certificate in elementary education.

Graduate

McLean Hospital, School Consultation and Training Program.

San Jose State College, San Jose, California.
Course: Human Relations and School Discipline.

REFERENCES

Dr. Ruth Goldman, Supervisor, School Consultation and Training Program, McLean Hospital.

Dr. Reece Vanderpole, Director, School Consultation and Training Program, McLean Hospital.

Dr. Bernard Levine, Clinical Director, Walker School.

Ms. Joan Little, Director, Early Childhood Education and Resource Center.

Mr. Randolph Brown, Superintendent, Lincoln Public Schools.

Mr. William Oliver, Principal, El Rancho School.

Addresses furnished upon request.

BONNIE ROTTIER
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Employment

1969-1975	CENTRAL SCHOOL, 43 Essex Street, Cambridge, Massachusetts Teacher - 3, 4 and 5 year-olds Supervisor of teachers in training at Tuft's University, Wheelock College, Lesley College, Boston University, and Antioch College
1967-1969	SHADY HILL SCHOOL, 178 Coolidge Hill Road, Cambridge, Massachusetts Teacher - 7th and 8th grade Latin Assistant to the Director of the Middle School (1967-1968) Head Teacher - Grade 3 (1968-1969)
1964-1967	CRANE COUNTRY DAY SCHOOL, 1795 San Leandro Lane, Santa Barbara, California Teacher - 4th, 5th, and 6th grade French; 7th grade Latin; 4th grade Creative Writing and Social Science (1964-1966) Head Teacher - Grade 4
1963-1964	CRESTVIEW SCHOOL, Olympic Boulevard, Los Angeles, California Head Teacher - 1st and 2nd grades

Related Work Experience

Summer 1974	TUFT'S UNIVERSITY, Medford, Massachusetts One of a staff of four directing the Northeast Institute in Early Childhood Education sponsored by Tuft's University and the Northeast Regional Office of the State Department of Education - coordinator, Tom Passios
Summer 1970	CENTRAL SCHOOL, Cambridge, Massachusetts Co-director with Betsye Sargent (Fayerweather Street School) of independently sponsored month-long teachers' workshop - "Learning in the Open Classroom"
Summer 1971-1972	FAYERWEATHER STREET SCHOOL, Cambridge, Massachusetts Co-director with Betsye Sargent of two month-long teachers' workshops - "Learning in the Open Classroom", sponsored by the Greater Boston Teachers Center and E.D.C.O.
Summer 1966	French language teacher for a study group of American high school students - six weeks in two locations in France, sponsored by the Foreign Language League, Salt Lake City, Utah
Summers 1964-1965	CRANE COUNTRY DAY SCHOOL, Santa Barbara, California Teacher - remedial reading, language, arts and mathematics in the primary grades

One Day Workshops and Consultation

Castle Square Nursery School, Boston, Massachusetts
- Nature and animals in the classroom

Follow Through Project Advisory, Newton, Massachusetts
- Teacher groups from North Carolina and Texas - Classroom Organization and Operation

Storefront Learning Center, Boston, Massachusetts
- Reading and language arts in the open classroom

Central School Drop-In Workshops for Cambridge Public School Teachers
- Creative writing, reporting and record keeping

Wheelock College - Child Development Associates Program
- Beginning to read in the Headstart classroom

Lesley College Graduate School of Special Education
- Relationship between the classroom teacher and the special needs resource person

Consultation for kindergarten programs in Dracut and Chelmsford, Massachusetts
- Follow-up work to Northeast Institute in Early Childhood Education

The Cambridge Alternative Public School
- Member of the steering committee and policy board during the school's formation and first year of operation (1972-1974)

Education

1973-1975	Graduate work at Lesley College and Tuft's University M.E., Lesley College - Early Childhood and Special Education Massachusetts Teaching Certificate - Elementary (1975) Individual Therapy (1973-1975) once a week with a twelve year old girl. Intermittent family work with the mother, brother and daughter, as a group, supervised by Dr. Eleanor Weeks, Chief of Child Psychiatry, Cambridge City Hospital
Summer 1969	Participant in a teachers' workshop, Shady Hill School, Cambridge, Massachusetts - Teaching Methods and the Integrated Day in British Primary Schools, directed by Rosemary Williams, Westfield Infants School and Phillip Sherwood, Burbage Junior School, Leicestershire County, England
Summer 1968	Participant in a teachers' workshop, Shady Hill School, Cambridge, Massachusetts - Teaching Methods in the British Primary Schools, directed by Roy Illsley, Battling Brook School, Leicestershire County, England
1966-1967	Graduate courses in philosophy and English toward a California Teachers' Certificate at the University of California at Santa Barbara
Summer 1963	Graduate courses in Education at the University of California at Los Angeles
1962-1963	B.A., University of California at Berkeley - French (1963)
1962	Diplome d'Etudes, University of Paris, Sorbonne - Civilization Francaise

1961	University of Lausanne, Lausanne, Switzerland - French language and literature
1958-1961	University of California, Santa Barbara, California - French language and literature

Personal Data

Date of Birth: June 10, 1941
Marital Status: Single
Health: Excellent

PROFESSIONAL AND CHARACTER REFERENCES ARE AVAILABLE UPON REQUEST.

III. EVALUATION OF THE STAFF DEVELOPMENT TEAM

A. Job Definition:

The responsibilities and modus operandi of the job have been developed in the process of work even more than usual and, as a result, the job description is closely tied to the personalities of the staff development team, Bonnie Rottier and Linda Baker. This has both advantages and disadvantages. The advantages include flexibility (the ability of the staff developers to adjust to the needs of individuals and situations), the program's high degree of effectiveness which is due in part to the absence of meaningless forms, and a certain positive, energetic spirit which is characteristic of "pioneering" work. The related disadvantage is if these two individuals leave the school, for some reason, the staff development position as defined will be so closely tied to their strengths and abilities that it can't be adequately filled by others. There is a related hazard: that Bonnie and Linda undertake too much, define their roles too broadly, and become exhausted, a possibility that is clearly in the minds of a number of people on the staff but which is nonetheless hard to control.

The symmetrical arrangement of sharing the staff development job and the resource room job within a two-person team seems to be ideal in several ways: each job contributes to the other. For instance, familiarity with the problems of a particular child can help with general classroom planning; the combination seems an entirely natural and logical one, particularly given the skills of the team presently employed. The amounts of time designated for the two jobs are roughly equal and also time is scheduled equitably among teachers.

B. The Program:

It becomes evident, in evaluating the staff development program, that its most important contribution is providing a general sense of support: each individual within the institution has someone with whom he/she can talk, the parameters of the talks are not defined in advance and, individuals are less likely than previously to feel isolated. This sense of personal support is unusual in an institutional setting and seems in this case, a direct result of the Staff Development Program.

C. Evaluation of Personnel (two half-time staff developers):

Bonnie Rottier and Linda Baker have excellent backgrounds for their jobs. They are both personally responsive, intelligent and professionally trained. Their capabilities include process skills (setting priorities, ordering and identifying issues and providing references to both people and written materials) in addition to their general expertise in open classroom management and curricula and knowledge of special education. They have shown themselves to be direct and responsible in personal relationships and are trusted by members of the school community. They also work unusually well as a team, adding to each other's thinking and supporting each other emotionally.

D. Room and Materials

The third floor room, shared with the Outreach Program, is attractive and bright and the space seems adequate for the present. Work on arrangements is still in progress, (shelves, etc.). The professional library, however, although fairly well balanced, is very scanty.

E. Work with Staff:

1. Teachers: The Staff Developers, as mentioned above, fill an invaluable role as support personnel for teachers. They make weekly observations, feed back information, provide ideas, references and, at times, actual physical help. They are able to advise and assist teachers with the problems of individual children (in part because of their special knowledge as Resource Room personnel) and they are available both at scheduled times and, when urgent, on demand. Teachers' needs and styles are individually considered (there's no format for conferences) and each teacher is viewed with sensitivity and appreciation. The degree of awareness achieved by the teachers as a result of the presence of the Staff Developers leads to steady, reflective and significant change in the classrooms rather than haphazard innovation.

2. Staff as a whole: The Staff Developers encourage continuity and consistency within the school by conveying successful, interesting materials and ideas from classroom to classroom, by encouraging teachers to visit each other's rooms and by undertaking to clarify and organize school-wide issues for staff meetings. Meetings have, as a result, been less tedious, more concerned with basic substantive issues and more efficient. There have been fewer complaints.

   In addition, the Staff Developers have kept in mind specific subject areas identified as needing improvement (like math) and have worked at keeping these subjects at a conscious level and under special effort.

3. Assistant Teachers: The Staff Developers have been consistently available to and supportive of assistants and have provided not only encouragement but help in clarifying roles and relationships.

4. The Director: Weekly conferences with the Director have helped to keep the administration informed about classroom functioning.

   There seem to be several hazards in this "go-between" function. First, that the roles of the Staff Developers as essentially teacher advocates become confused by the process of reporting to the administration. Because of the openness and reliability of the Staff Developers and the Director of the school, no such misunderstandings have occurred. There is also a danger that, due to the pressure of many demands on his time, the Director will be tempted to abdicate to the Staff Developers responsibilities which are properly his: that is, to keep some direct knowledge of children and teachers. No one can provide someone else with the kind of knowledge that comes from direct observation.

5. Others: The relationships of the Staff Developers and Outreach Teams have been positive and informative for both.

   The presence of the members of the Staff Development Team on the Personnel Committee, although of obvious usefulness, seems again a source of potential conflict. There is an inherent contradiction in functioning as teacher support persons and, at the same time, as observers of the Committee's process. No matter how good one's intentions are, there is the potential for observers with information to become informants. This potential conflict, along with the one mentioned above in paragraph 4, has not materialized due to the tact of the people presently involved but it should be thought about, nonetheless.

IV. RECOMMENDATIONS

A. For the School:

1. The job(s) be clearly defined on paper at the end of the school year: responsibilities outlined.
2. Time: allotments be re-assessed at the end of the year; in the future, time be scheduled as "open" in order to retain a degree of flexibility.
3. A budget be assigned to the Program for purchase of a professional library.
4. The professional relationship of the Director of the school and the Staff Developers be kept under discussion, particularly with the staff as a whole.
5. The presence of the members of the Staff Development Team on the Personnel Committee be reconsidered.

B. For the City and State Administrations:

1. The team should be re-hired and fully supported in the work they've been doing.
2. An adequate budget be provided (see A3 above).

B. Documentation of Cambridge Alternative Public Schools

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2. Parents' differing views on education

Individualization:

Oct. "X has my permission to walk around. He had the need to." (note from a teacher, 10/72)

Nov. "There are many reasons that we sent our children to the Alternative Public School. . . . .Some reasons are more important to some people than others. But we are here, we are all parents within the school because of certain shared values." "It is possible that we may disagree and wish there weren't as many differing opinions, so that we could easily and quickly come to decisions, so that we wouldn't have to stop and examine our ideas and feelings." (Newsletter, 11/72)

Dec. "Moreover, it is possible for the teacher to individualize the content and the character of the child's learning environment, according to the parent's wishes. We must insure that each child is learning the basic skills. Beyond that, however, there is room for adjustment to the child's home and family." (Ideas in Transition, 12/72)

June A parent said she had "some sense that the school may have to provide 150 different curricula depending on what the parents want." Others expressed opinions such as "parents need education in open education;" "need more idea about what open education is;" "class meetings might be more helpful than area meetings." (Notes on parent-staff meeting, 6/4/73)

Skills:

Jan. "Six parents mentioned some anxiety about skills and academic content in the school;"..."two people brought up the subject of possible difficulty in transferring to another school;" "On the other hand, three parents expressed a wish for less academic pressure...clearly the question of skills, almost always a controversial one in open education, must be carefully considered by both staff and parents." (Progress Report #2, 5/73)

April "Children who leave my class should know what they are able to know. Most of the children will leave knowing how to read well and to do math. A few of them will have very little academic skills. I would also hope that each one would know that he is an important person and recognize that each of the others is, as well."
"For example, one child's mother is very concerned that her daughter learn the same things as she would in a 'regular school,' another's parents are not worried about academic things at all---they want him to learn to be more relaxed with his peers. A third's parents are pleased that he is drawing and painting---which he never did before, and they assume reading and writing will develop naturally. Yet another's mother seems most concerned with her son's expanding his interest and skills so that he is not consumed only by sports. It is impossible to make a general statement

(cont.)

to cover all the parents."
"It has just come to my mind that I don't know what the parents of our students want their children to learn. Perhaps there are many reasons for that...I have heard individual parents say what they would like to see their children learn. But as a whole parent-body nothing has been heard."
"The children's needs that are of primary importance to me are their emotional needs. In my class I am especially concerned with helping children develop positive self-images."
"An ideal curriculum should be one which is applicable to every child. I try to place an emphasis on developing the whole child. I like to see the kids becoming more independent, able to make decisions, developing self control."
"In regard to curriculum we need to state what we plan to cover at certain stages, children should acquire certain skills. I would like to know in skeleton form what the children were exposed to in their room this past year so I can build on it, forget it, or consider it." (Teachers qouted in Problems and Solutions, 4/3/73)

June "I don't care how my kids learn to read as long as they do;" "Some parents want to know something more basic about how their kids are doing." General insecurity was expressed by parents about whether their children were learning skills adequately. Several felt that stressing creativity should not be a prime objective, or "doing your own thing." Certain disciplines "have to go through." Should children be allowed "choice of doing nothing?" (Notes on parent-staff meeting, 6/4/73; quotes from parents)

3. Adults in the classroom

Oct. The director "reported that she has received many requests from people interested in working in the school. She felt that it's okay when this would be in the best interest of the school, but asked that the Policy Board confirm this decision." "It was decided that the Policy Board members should spend some time thinking about the effect of additional adults in the school." (P.B., 10/4/72)

Nov. "Visitors will be restricted to Monday and Tuesday mornings with the exception of parents who are welcome at any time." (P.B., 11/15/72)

Nov. "I am interested in helping the teachers and students of CAPS (sic). The people who will determine specifically what my assistance should consist of are the teachers and students. Whatever directions they choose, I feel my past experience in working with open classrooms (see attached sheet) should be valuable in aiding the positive growth of CAPS." (quoted from undated application by graduate student)

Jan. Graduate student volunteering in school in order to "straighten out" his thinking. (from notes on interview in 1/73; quote from student)

More help needed in the classrooms. Should be one aide per class or education "shortchanged" because of number of disturbed kids. (from notes on interview with a classroom aide, 1/73)

April "I think we need more people to work in the classrooms on a regular basis. A teacher should be able to request that a teaching aide be permanently assigned to the room. I think we should limit the number of non-productive people in the classrooms." (Problems and Solutions, 4/3/73)

June "Volunteers: this category does not include parents helping in the classrooms or student teachers. Also, there were occasional and/or sporadic volunteers who are not recorded here...First term total: 3 part-time, 2 full-time volunteers ...second term: 4 part-time, 3 full-time volunteers...There was an average of seven visitors per week to the school recorded through April." (Progress Report #3, 6/73)

5. Parent participation

On this subject, see also section in Part II on Parents (meetings, volunteers).

Nov. "We hope that everyone will have the chance to come to Parent Council and Policy Board meetings, participate on a committee or two and help out in or with the classroom." (Newsletter, 11/72)

Dec. "On the question of parent participation in the school, one person resented feeling guilty about not participating ..., four parents were confused about how and when to participate..., two people said they wanted to participate more..., four said they wanted others to participate more..., one person wanted to participate less..., and two people mentioned how much they enjoyed participating." (Progress Report #2)

"I cannot think of teachers without thinking of parents, for the education of children is not and never has been restricted to the classroom. So if we are creating a learning environment, we must see the home for what it is, a vital part of this environment...teachers and parents are natural allies..." (Ideas in Transition, 12/72)

Jan. "Most of the teachers' progress reports contain references to parent help in the classroom. Is this appropriate? (from notes, 1/73)

March "I have been trying to find out what has been going on at meetings. I just can't get to them because of my work, my schedule. Right now I've been working for ten days straight and haven't been to bed in three days....If there's anything I can do for the school at home, I will be glad to." (from a parent's letter to a teacher, 3/2/73)

April "...I still have problems with this aspect of our school, i.e., parents in the room"

"I think parents could be more effective bringing in Special Projects to the class rather than 'fill-ins' for aides." (Problems and Solutions, 4/3/73)

June "It seems that with parent participation dwindling in some areas, the potential of our school isn't being fully exploited." (Newsletter, 6/73)

"Important: communicating to parents how they can help." "New parents will need ideas on parent participation." (notes on parent-staff meeting, 6/4/73)

Documents quoted

P.B.: minutes of Policy Board meetings

Ideas in Transition: paper written by the director and presented to the Policy Board

Comments by children recorded at the time by the documentor

Memo from the director to the staff

Problems and Solutions: a summary, by the director, of staff opinions written in response to a series of questions put by the director - direct quotes are from staff members

Newsletter: put out by the Newsletter Committee and sent to all parents

Notes: made at the time by the documentor, quotations identified in parentheses

Communications, letters, etc: collected and filed by documentor

Progress Report: three of these were issued in the course of the year, given to staff and Policy Board members and made available in the parents' room.

Working draft of the by-laws: written by the ad hoc by-laws committee

Principal: a paper written by the director and presented to the Policy Board

Notices: from school administration to parents

Documentation of APS: paper by documentor

Participant Observer (as I see it): paper by the director, presented to the Policy Board

Agendas: passed out before or at meetings

Reports: by individuals or groups to the administration and Policy Board

P.C.: minutes of Parent Council meetings

Teacher's directions: suggestions for volunteers, kept in duplicate, in classrooms.

COMMENTS

A. *The Program*

Job

The two people evaluated here worked as a team, sharing two jobs between them: those of staff developer and resource room person. It is the first of these which is being evaluated here; each of the two persons on the team devoted roughly half-time to it.

Procedure

Although this evaluation is brief and, in some ways, less complete than I might wish, it serves as a good illustration of an approach. I began by finding out what the program was about--looking up the original proposal and job description, collecting relevant papers from the school files. I next conducted open-ended interviews with some members of the staff and administration and with the two staff developers themselves. In addition, I spent about half a day observing and making notes on these two people as they worked in classrooms and in the staff development office and had them supply me with their curricula vitae and weekly schedules.

The evaluation comes directly from this data. In other words, I did not approach the task with preconceived ideas about what the job should be, how the two professionals should be functioning, with check list in hand, etc., but attempted to get inside the situation, to understand their purposes, and observe them within a normal context of work. Not only the judgmental statements but even the organization of the evaluation itself--the conceptual framework--came from this understanding and experience.

Time

Ideally the documentation should be somewhat more extensive and include interviews with children, photographs of the setting, transcribed recorded conferences, etc., but the shortness of time allotted and budgeted--two days --made this impossible.

Use

The primary purpose, in this case, was accountability for state funding. However, the process of evaluation itself was useful here, too, in raising awareness (as in the other illustrations in this monograph) and the two subjects of the evaluation not only participated actively in the process but viewed themselves as potential beneficiaries, in the sense of gaining understanding. I am aware, however, that under less congenial circumstances (if the evaluator, for instance, finds a disparity between the aims of the individual and those of the institution, or some inconsistency between what is professed and what is actually done) a gap can open between the evaluator and the person being evaluated. The bond of sympathy and common purpose can snap and the subject not only feel antagonistic to the evaluator but unable to benefit from the process. I have experienced this kind of separation and believe that constant communication between evaluator and evaluated is the best way of avoiding it, but that, sometimes, some such distance is necessary and inevitable. Some gaps cannot be bridged.

B. *The Institution*

Method

The procedure here was consistent with other procedures described in this monograph. Documentation was collected, organized chronologically, and then sorted into the subjects or issues that had become apparent. In other words, here again I did not set subjects for scrutiny (like "Differing views on education") in advance, but rather let the subjects present themselves, let them emerge from the collection of documents. Once a subject had identified itself, it remained only to pick out all the references to it and order them by date.

Use

The documentation was done during a particularly sensitive time in the life of the institution--its first year. For that reason, it stands alone (not followed by an evaluation). Judgments would have been premature at that stage. The value of the documentation lies mainly in its comprehensive organization of the many aspects of the institution and in its impetus toward self-examination and reflection. Subjects are objectified, "set forth," through the presentation of differing views, but no decisive, evaluative statements are made. The school still needed to "shake down" and the documentation was a help in this process.

I am aware, in writing this monograph, of the unusual opportunity I have had to be inventive, experiment with methods, try out new forms. I have been supported and given license to look closely and analytically at the needs for evaluation in this particular school and come up with the best means of meeting them that I could devise. No arbitrary constraints or demands were imposed by the school or School Department. This is extraordinary. Public institutions are commonly so bound by institutional structures and processes that such freedom is rare. I am grateful, therefore, to the Cambridge Alternative Public School staff and parents and to the Cambridge School Department for their confidence, not just in me but in the possibility of reaching original solutions.

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